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ABSTRACT

This report on pupil, staff, and parent attitudes toward career education presents data obtained from a January 1972 inventory of sample populations in the six participating Local Education Agencies (LEAs) in the Comprehensive Career Education Model (CCEM) project. These data serve as a baseline for the CCEM installation efforts, and this initial survey is reported to provide more effective program planning information to the CCEM project staff. Findings from the survey showed that pupils (Grades 4-6 and 7-12), staff, and parents all had extremely positive attitudes toward career education, implying that a curriculum change in the direction of career education would probably be welcomed. There was one potential problem in the career education program: the granting of high school course credit for work experience. The survey showed that most of the parents did not approve of course credit for any of the nine job possibilities listed, but high school students wanted credit for two of the jobs and the staff members would grant credit for all nine. However, there was close agreement among the students, their teachers, and their parents about the value of career education and about their generally positive attitudes toward it. A second report will be made after June 1973 to compare the same populations and to identify changes in attitudes toward career education. (MF)

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Attitudes Toward Career Education

A report submitted by

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ATTITUDES TOWARD CAREER EDUCATION

A Report of an Initial Study of Pupil, Staff, and Parent Opinions in Atlanta, Hackensack, Jefferson County, Los Angeles, Mesa, and Pontiac

submitted by

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INTRODUCTION

As the external evaluator of the CCEM project, IED's four major tasks are: 1) to determine the amount of pupil growth in achieving the objectives established by CCEM, 2) to evaluate the performance of the instructional staff and the community in the six cooperating Local Education Agencies (hereafter referred to as LEAs), 3) to monitor the performance of the CCEM project staff, and 4) to characterize the six LEAs in terms which will allow other LEAs to determine whether they are similar enough to consider adopting CCEM for their own local use.

A major impact of the entire CCEM project will be its effect on the career education attitudes of the populations it touches. It is expected that at the end of the two and one half-year effort, attitudes toward career education and toward its inclusion in the school curriculum will have been altered considerably. It is IED's intention to measure such changes in attitudes as part of its first and second tasks, that is, evaluating the growth of pupils and the performance of the LEA instructional staffs and community.

This is the first of two reports on pupil, staff, and parent attitudes toward career education. It deals with the January, 1972, administration of career attitude inventories to a sample of pupils, staff, and parents in the participating LEAs: Atlanta, Georgia; Hackensack, New Jersey; Jefferson County, Colorado; Los Angeles, California; Mesa, Arizona; and Pontiac, Michigan. The 1972 data serve as a baseline for the CCEM installation effort. The purpose of writing a report on the

initial survey at this time is to inform the CCEM project staff of the career education attitudes of key populations for more effective program planning and development.

The findings presented in this report deal exclusively with the data from all six LEAs combined. Data have also been tabulated for each of the six LEAs separately and have been made available to the LEAs for their own interpretation and use.

A second report will be made after June, 1973, when the three populations will be surveyed again and a comparison will be made to identify changes in their attitudes.

SAMPLING PROCEDURES

Sampling procedures will be described in terms of sample size, sample characteristics, and sample selection in the following three sections.

Sample Size

Two considerations guided IED's choice of a sample size for the administration of attitude inventories:

1. the need for a group statistically large enough to allow for subdivision by age, sex, ethnic background, income, education, and other demographic characteristics without reducing cell size to the point at which tests of statistical significance would become unreasonable, and

2. the need for a sample in each separate LEA which, quite apart from its sufficiency for statistical analysis, would appear large enough to the ordinary observer to be representative of the population in that LEA.

For statistical purposes, an adequate sample size was estimated to be approximately 500 of each of four populations (pupils in grades 4-6, in grades 7-12, staff, and parents) in each of six LEAs, for a total of 12,000 subjects (500 x 4 x 6). The figure of 500 is an estimate. Not knowing the exact distribution of demographic factors, it was not possible to specify exactly how many subjects should be drawn to supply an adequate number in each cell.

For the purpose of a sample large enough to appear "reasonable" to the ordinary observer it seemed to IED that approximately 1,000 members of each subpopulation -- twice the number required for statistical purposes -- would be about right. However, the economies possible through limiting the sample to 500 per population outweighed the possible loss in

public credibility. Conversely, the pivotal position occupied by the professional staff in CCEM schools combined with the administrative complexity of attempting to sample professional personnel argued for questioning 100% of that population, raising the staff sample size from 3,000 (500 per LEA) to approximately 4,000 (total staff in all six LEAs).

Thus a minimum sample size of 13,000 was decided upon for the administration of attitude inventories, subdivided as shown below:

Population	Required Number Per LEA	Required Number for Six LEAs Combined
Grades 4-6 Pupils	500	3,000
Grades 7-12 Pupils	500	3,000
Staff	All Staff	4,000
Parents of Grades 4-12 Pupils	500	3,000
TOTAL Respondents Required		13,000

Sample Characteristics

The attitude inventories were administered to six separate populations:

1. Pupils in Grades 4-6. Approximately 500 usable responses were required for analysis. (See Sample Size.) Assuming an average of 25 pupils per classroom and an 80% response rate, an average of 20 responses per classroom was expected. Thus, a randomly drawn sample of 25 classrooms was requested from each LEA (20 x 25 = 500).
2. Pupils in Grades 7-12. Approximately 500 usable responses were required for analysis. Assuming an average of 25 pupils per

classroom and an 80% response rate, an average of 20 responses per classroom was expected. Thus, a randomly drawn sample of 25 classrooms was requested from each LEA (20 x 25 = 500).

3. Parents of Pupils in Grades 4-6. Approximately 500 usable responses were required for analysis. Assuming an average of 25 pupils per classroom and an 80% response rate, an average of 20 responses per classroom was expected. Thus, a randomly drawn sample of 25 classrooms was requested from each LEA (20 x 25 = 500).

4. Parents of Pupils in Grades 7-12. Approximately 500 usable responses were required for analysis. Assuming an average of 25 pupils per classroom and an 80% response rate, an average of 20 responses per classroom was expected. Thus, a randomly drawn sample of 25 classrooms was requested from each LEA (20 x 25 = 500).

5. CCEM Schools Professional Staff. The school staff included teachers, administrators, librarians, guidance counselors, nurses, specialists, and all other professionally certified positions, as well as paraprofessionals and school aides. (Secretarial staff, clerical, and maintenance personnel were excluded.) A 100% return was requested from each LEA.

6. "Area" Office/"District" Office/Central Office Administrators and Supervisors.

Approximately ten administrators and supervisors (fewer if there were not that many in the system) located in the administrative

table of organization between CCEM school principals and the superintendents of schools were requested from each LEA for inclusion in this population. These administrators included key officers of the "area" or "district" in which the CCEM schools were located. Professional judgment of the CCEM project staff was used in selecting a representative sample. A 100% return rate was requested.

Sample Selection

Pupils in Grades 4-6 and Pupils in Grades 7-12

Pupils were drawn by making a systematic random selection of complete classrooms (100% administration to all pupils within each classroom selected) in CCEM schools. During the selection process, every CCEM school was eligible for contributing classrooms to the sample. The number of classrooms chosen from each school was proportionate to the number of students in the school. Every classroom in grades 4-6 and 7-12 in each of the CCEM schools had the same probability of being included in the sample.

A sample of 25 classrooms in grades 4-6 and 25 classrooms in grades 7-12 was identified as follows: A quota sheet of the schools in the sample with the designated number of classrooms to be selected from that school were forwarded to the LEA project staff. (See page 8 for a sample quota sheet.)

Using the quota sheet, a list of random numbers supplied by IED (See page 9), and a roster of teachers in the eligible grades, the LEA administrator identified the specific classrooms to be chosen in each school. For junior and senior high schools, homeroom teachers were typically listed. If no homerooms were designated, teachers of classes in which attendance was taken for the purpose of computing daily attendance figures for local and state records were used for the master list. The LEA administrator was asked to use his own professional judgment in deciding how to sample classrooms in non-graded, team teaching, or other unconventional arrangments.

Parents of Pupils in Grades 4-6 and Grades 7-12

The parent samples were drawn automatically with the pupil samples. That is, each pupil in grades 4-12 receiving an attitude inventory was also given an iventory to deliver to his parents.

CCEM School Professional Staff

All professional personnel in the CCEM schools were administered attitude inventories.

"Area" Office/"District" Office/Central Office Administrators and Supervisors

Approximately ten administrators and supervisors at the "area"/ "district" level were administered inventories. Professional judgment of the LEA administrator was used in selecting a representative sample.

QUOTA SHEET

Jefferson County, Colorado

NUMBER OF SAMPLE CLASSROOMS

Elementary Schools	Quota Grades 4-6 Classroom Teachers
Columbia Heights	2
Edgewater	3
Lumberg	5
Martensen	3
Molholm	4
Mount View	3
Open Living Center	1
Stevens	4
Total	25

Junior High School	Quota Grades 7-9 Classroom Teachers
Wheatridge	8
Belmont	3
Total	11

Senior High School	Quota Grades 11-12 Classroom Teachers
Jefferson	14
Total	14
GRAND TOTAL	50

RANDOM NUMBERS

15

19

29

32

35

36

41

42

46

47

48

49

53

57

59

60

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81

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Principal's Questionnaire

In addition to the attitude inventories described above, a questionnaire for all CCEM school principals was distributed to gather grade enrollments and seven items of demographic data for the school attendance area. (See Appendix II for a copy of the questionnaire.) The principal's questionnaire was administered simultaneously with the inventories. A 100% return was requested and achieved. The data are not included in this report but will be presented separately.

DISTRIBUTION AND COLLECTION PROCEDURES

The attitude inventories were sent directly to the CCEM project site team leader (or a designee) who was asked to take full responsibility for distributing the packages of instruments to individual schools, making periodic checks on the return of instruments, and collecting and mailing the completed instruments to IED. As each school in the sample received its packages of instruments, the following distribution took place:

1. Principals (or a designee) distributed staff inventories to all members of the faculty, and requested their return to the school office within two days.

2. Site team leaders (or a designee) delivered classroom packages of student inventories to the teachers of the selected classrooms. (See Sample Selection.) Teachers were asked to administer and return the student inventories to the school office within two days.

3. Site team leaders (or a designee) delivered classroom packages of parent inventories to the teachers of the selected classrooms (identical to those in item 2 above). Teachers were asked to distribute one parent inventory to each of their students for delivery to his home. Students were requested to return the parent form within three school days.

At the end of one school week, the site team leader (or a designee) collected all the completed forms from the schools represented in the sample. These were sent directly to IED for data processing.

The following numbers and percentages of attitude inventories were returned by each of the six participating LEAs:

LEA	Population							
	Pupils in Grades 4-6		Pupils in Grades 7-12		Staff		Parents of Pupils in Grades 4-12	
	# Ret.	% Ret.	# Ret.	% Ret.	# Ret.	% Ret.	# Ret.	% Ret.
Atlanta	459	87%	453	86%	512	65%	478	52%
Hackensack	553	95+	410	82	432	95+	616	64
Jefferson County	616	95+	532	78	273	87	767	67
Los Angeles	730	95+	618	82	466	87	904	67
Mesa	767	95+	637	91	1059	95+	1154	82
Pontiac	620	89	625	96	546	68	321	52

DATA ANALYSIS AND PRESENTATION

Approximately 15,000 inventories were returned to IED. For each of the six LEAs, four sets of tables were produced, one for each respondent group: pupils in grades 4-6, pupils in grades 7-12, staff, and parents. In total, 24 sets of tables were produced for the six LEAs. In addition, four sets of tables were produced for all six cities combined, one set for each respondent group. Thus a total of 28 sets of tables were developed from the data represented in the 15,000 completed attitude inventories.

The tables included frequency distributions of raw data and percentages for each question on Part 1 (Background Information) of the attitude inventories for each of the four populations. For Part 2 (Opinion Items) for pupils in grades 4-6, one table was developed to show the "Yes," "No," and "No Opinion" responses. For Part 2 (Opinion Items) for pupils in grades 7-12, staff, and parents, the data were presented in three ways: one table for the respondents who either "Agree Strongly" or "Agree," one for respondents who either "Disagree Strongly" or "Disagree," and one table for respondents with "No Opinion." Tables containing the data for Part 2 of all inventories presented the attitude items in decreasing order by frequency of response. For Part 3 (Career Education Knowledge), one table was developed to show the "True," "False," and "Don't Know" responses.

Cross tabulations of demographic data with attitudinal data and a number of other statistical analyses will be conducted during the

pre-post analysis.*

The individual LEAs have been presented with computer printouts of the data collected from their schools. In addition, the computer punched cards have been supplied to each of the LEAs, allowing them to reprocess the data for additional insights.

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* See IED Technical Memorandum, January 4, 1972.

FINDINGS

Before presenting the attitudes of pupils, staff, and parents, it would be well to note whose attitudes are being reported. That is, what are the respondents like? The populations of CCEM schools participating in this attitudinal survey -- pupils, staff, and parents -- are described below.

Data have been tabulated for each of the six cities separately, but this report deals exclusively with all six cities combined.

Pupils in Grades 4-6

Statistical data underpinning the following description appears in Form 1A in Appendix II of this report.

Pupils in Mesa and Los Angeles are slightly over-represented while pupils in Atlanta and Hackensack are under-represented. The differences stem from response rates, and, in the case of Hackensack, an over-estimate of average class size when distributing questionnaires. Thus in interpreting the findings, the reader should realize that pupils in these six cities are not equally represented. However, a correlational analysis of pupils in grades 4-6 (presented later in this report) shows a very close correspondence in pupils' viewpoints between all possible pairs of cities, lending confidence that the data presented is reasonably representative of pupil attitudes in each of the six LEAs.

Boys constituted 51 percent of the respondents and girls 49 percent. Just over 65 percent of the pupils are white, almost 20 percent are black, the remaining 15 percent coming from other groups.*

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* The figures on racial composition exclude Pontiac and Los Angeles, which declined to gather such data from elementary pupils.

About 20 percent of them come from homes with a total family income of less than $5,000 per year, 40 percent from homes with less than $9,000 per year, and 80 percent from homes with less than $15,000 per year.* One-third of their parents did not finish high school, an additional one-third graduated from high school, and the remaining one-third went on to college. About 15 percent of their parents graduated from college.*

The elementary pupils have been taught something about the world of work. For example, 70 percent of them had a classroom visit last year from at least one person who talked about his work. (For more detailed information, see Form 1A.) Almost 20 percent had four or more visitors.

Almost 90 percent of the children went on field trips last year, but 75 percent of these trips were to cultural, historical, or science centers rather than to places where products are made (only 38 percent) or where goods are sold (only 30 percent) or where services are provided (only 26 percent).

This would appear to be a rather limited exposure to career education, if visitors and trips are a fair measure of what the curriculum contains. The reader should recall this apparently limited exposure when reading the attitude data reported later.

Pupils in Grades 7-12

Statistical data underpinning the following description appears in Form 2A in Appendix II of this report.

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* These figures are based on parent answers to the inventories. They actually over-estimate the incomes and education of parents, inasmuch as parents of the lower income and education levels have relatively more pupils in the school population, as shown by the data gathered in this survey.

As in the case of elementary pupils, high school pupils in Mesa and Los Angeles are over-represented while pupils in Atlanta and Hackensack are under-represented because of differences in response rates and class sizes. However, the correlational analysis presented later indicates that the findings can be read for all six LEAs. Girls constitute 52 percent of the respondents and boys constitute 48 percent. Just under 75 percent of the pupils are white and just under 20 percent are black, with the remaining 10 percent coming from other groups.*

About 20 percent of the pupils come from homes with a total family income of less than $5,000 per year, 40 percent from homes with less than $9,000 per year, and 80 percent from homes with less than $15,000 per year.** One-third of their parents did not finish high school, an additional one-third graduated from high school, and the remaining one-third went on to college. About 15 percent of their parents graduated from college.**

Almost 60 percent of the pupils said they are in a general education program in their high schools, with only about 25 percent indicating a college preparatory program and only 7 percent indicating a vocational program.

Students were asked how many people visited their classrooms in the previous school year to talk about their jobs. In contrast to

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* The figures on racial composition exclude Pontiac and Los Angeles, which declined to gather such data from high school pupils.

** As in the case of elementary school pupils, these figures are based on parent answers to the inventories. They actually over-estimate the incomes and education of parents, inasmuch as parents of the lower income and education levels have relatively more pupils in the school population, as shown by the data gathered in this survey.

elementary pupils, 70 percent of whom reported at least one such visit, only 45 percent of the pupils in grades 7-12 recalled such a visit, and about 30 percent of those who did reported only one or two such occasions. A few more students -- just over 50 percent -- said they had attended school assemblies or large group meetings during the previous school year to hear people talk about the kind of work they do. Again, 30 percent could recall no more than two such occasions. As to trips outside the school, about 50 percent reported going to such places as cultural or science centers during the previous school year -- usually only once or twice -- while a smaller proportion (about 35 percent) said they had taken class trips to observe work being performed, usually on a single occasion. A high proportion of students (about 65 percent) said they had worked for pay during the school day or part-time after school at some time in their lives. Only about 35 percent reported doing the same thing as unpaid volunteers. Students gave almost identical responses when asked about summer jobs. As to social service/volunteer jobs either during the school year or during the summer, fewer than 25 percent of the pupils reported such jobs. Evidently, work for pay is the pattern preferred by a heavy majority of students.

How often do high school students talk to counselors and teachers about their career plans? During the previous school year, 83 percent of the high school students have never talked to personnel at either the state employment service or a commercial employment agency; 76 percent have never talked to a vocational counselor; 60 percent have never talked to a guidance counselor; and 56 percent have never talked to a teacher. In an unsurprising contrast, only 14 percent said they had never talked to their mother or father or another adult in their

household about job possibilities during the previous school year. Obviously, the majority of high school students do not look to school personnel for help with jobs -- and the majority apparently do not get it.

Students are thinking about jobs, nevertheless. Of all respondents, 95 percent said they plan to finish high school. Their plans for further education fall somewhat below their parents hopes for them, however. Out of a total of roughly 60 percent who plan to continue their education (contrasting with about 75 percent of the parents who hold such hopes for their children) 36 percent plan to attend a four-year college (in contrast to 50 percent of the parents who have such a plan). Twice as many parents as high school students expressed an interest in business or trade school (23 percent as compared to 11 percent). On the other hand, almost twice as many students as parents expressed an interest in getting a job after high school (39 percent compared to 21 percent). (This conclusion, and others like it, can be drawn by comparing data appearing in Form 2A and Form 4A in Appendix II of this report.)

As to whether they expect to have a full-time career someday, 75 percent of the students said "Yes." This means that at least half the girls gave the same answer. Almost 35 percent of the students said they had begun to think about a career; 77 percent had already considered several career possibilities, and 43 percent said they had selected a career. As to what they seek in a career, just over 60 percent listed money as one of the three most important things and just under 30 percent listed personal freedom and the challenge offered by the work. (Additional data on this question appears in Form 2A in Appendix II of this report.)

Professional Staff

Statistical data underpinning the following description appears in Form III in Appendix II of this report. Staff members in Mesa are heavily over-represented in the returns (32 percent of the total) while Jefferson County is substantially under-represented (8 percent of the total). These differences arise chiefly from differences in staff size in those two LEAs and partly from a somewhat higher response rate in Mesa. The other four LEAs are evenly represented. The correlational analysis presented later in this report demonstrates that there is such a close correspondence in viewpoint among professional staffs in every possible pair of the LEAs (especially, as it happens, between Mesa and Jefferson County) that the results can be read as being reasonably representative of each of the six cities.

The responding staff members range from their early 20's to their early 60's in age, with the median being at age 35. Women predominate among the respondents: 65 percent are female. The racial composition of the professional staff closely parallels that of parents and children, 78 percent of the staff are white, 16 percent black, with the remaining 6 percent coming from other groups. There are not as many Mexican American, Oriental, Spanish surname, Puerto Rican, or American Indian staff members as might be expected, with the under-representation being somewhat more noticeable for the Mexican American and Spanish surname groups. (This conclusion, and others like it, can be reached by examining Form 1A, Form 2A, Form III, and Form 4A in Appendix II of this report.)

About 55 percent of the staff hold a Bachelor's Degree and about 40 percent hold a Master's Degree. Classroom teachers constitute

84 percent of the responding group. Their views accordingly predominate in the answers to all questions. The teachers are distributed across all grade levels, K-12. Almost 30 percent teach in self-contained elementary classrooms, while almost 25 percent teach some combination of language arts/reading/English. About 20 percent more teach social studies, about 20 percent mathematics, and about 15 percent teach science. Only 8 percent of the respondents teach in a traditional vocational education field such as business and office education or trade and industrial education. It is well to bear this distribution in mind when reading the career education attitude data reported later. (Further detail on teaching areas appears in Form III in Appendix II of this report.)

The majority (60 percent) of those who responded had worked in the field of education for ten years or less, but another 14 percent have had more than 20 years of professional experience. Interestingly -- and significantly -- 66 percent of the professional staff have had full-time employment in some field other than teaching. In fact, 20 percent of the respondents reported more than five years of full-time work in some other field. Thus the staff responses reflect many years of working experience in fields outside of education. This seems to be a highly significant fact, well worth bearing in mind when interpreting the attitude data presented later.

Staff members were asked how many times they had received information about the new career education program in the preceding four or five months (since September 1). In some of the LEAs, a Federal- or State-sponsored career education program had preceded CCEM by two or three

years. A total of 80 percent of the staff said they could remember hearing about the new program through a newsletter or brochure sometime in the preceding months, with about 35 percent recalling three or more references to it. In addition, 75 percent said the topic had been covered at meetings, with over 25 percent recalling the event at three or more meetings. About 55 percent said they could recall newspaper, radio, or television announcements, with about 25 percent remembering three or more such announcements. Just over 25 percent said they had attended a workshop dealing with the topic since September 1, with 7 percent recalling three or more such workshops. It is apparent that through one means or another, most staff members have become aware of the fact that a new career education program is underway in their schools. The fact that 75 percent have heard the topic presented in meetings is further evidence of an awareness stemming from something more than announcements in school newsletters and mass media.

Teachers were asked how many people had visited their classrooms during the previous year to talk about their jobs. Only about 35 percent of the teachers had sponsored such visits. In only about 15 percent of the cases had there been more than two such visits. When teachers were asked about field trips, 45 percent reported taking at least one trip -- usually only one -- to cultural or science centers such as museums or planetariums. A smaller proportion, 32 percent, reported trips to observe work being performed in places where goods are sold, products are made, or services are provided. And in only half the cases (16 percent) had there been more than one such trip during the previous school year.

Classroom teachers were asked the following question: "Do you agree that courses in your subject area(s) or grade would be more meaningful and relevant if focused around career objectives?" In the context of the opinion inventory, the work "focused" presumably had a rather strong implication. Almost 70 percent of the classroom teachers agreed with the statement -- remarkably high proportion, it would seem, given the distribution of classroom teachers across grade levels and over subject fields. Of the remaining respondents, 16 percent expressed no opinion and 16 percent disagreed. The contrast between the 20 percent who strongly agreed and the 2 percent who strongly disagreed with the statement is probably also quite significant as an indication of favorable opinions toward career education.

Parents

Statistical data underpinning the following description appears in Form 4A in Appendix II of this report.

Parents in Mesa, Los Angeles, and Jefferson County are substantially over-represented while parents in Hackensack, Atlanta, and Pontiac are seriously under-represented. The western sites supplied 67 percent of all parent responses, while the eastern sites supplied only 33 percent. The differences are due to variations in response rate and, in the case of Hackensack, an over-estimate of average class size when distributing parent inventories for home delivery by pupils. In the case of Pontiac, that city declined to arrange for home delivery of the inventories by pupils in grades 7-12.

Thus in interpreting the findings, the reader should realize that parents in the six cities are not equally represented. However, a correlational analysis of parent attitudes (presented later in this report) shows a very close correspondence in parents' viewpoints between all possible pairs of cities, lending confidence that the data presented is reasonably representative of parent attitudes in each of the six LEAs.

In 56 percent of the cases, mothers completed the parent inventories alone. In 40 percent of the cases, fathers either completed the questionnaire alone or joined with the mother in doing so. Thus male viewpoints are fairly well represented. Almost 65 percent of the heads of the responding households were white, over 10 percent were black, with the remaining 25 percent coming from other groups. These figures may be contrasted with corresponding statistics reported by pupils in grades 4-6 -- 65 percent, 20 percent, and 15 percent respectively -- and by pupils in grades 7-12 -- 75 percent, 20 percent, and 10 percent respectively. It is evident that black parents constitute a smaller proportion of the parent population than black children constitute of the pupil population. This indicates either a below-average response rate from black parents or else an above-average number of school children coming from black families. A choice between these two possibilities must await further analysis of the data.

Only 35 percent of the parents have been to college, 33 percent having stopped upon high school graduation and 32 percent having stopped their schooling even earlier.

About 20 percent of the parents report total family incomes of less than $5,000 per year, 40 percent less than $9,000 per year, and 80 percent less than $15,000 per year.

The heads of the responding households were distributed about evenly between the ages of 30 and 50, but over 15 percent are older than age 50.

The median number of children in the reporting families is three, but 30 percent have five or more children. It is quite clear from this that the parents speak from the vantage point of people who have the responsibility for educating several children and presumably use that perspective in making their responses. They are aided in doing this by the fact that their children are distributed almost evenly over grades 4-12.

Parents were asked about their hopes for the oldest school-age child in the family. Most say four-year college as a target: 50 percent gave this response. Another 14 percent specified a two-year college, 23 percent pointed to a business or trade school, and 21 percent said they hoped their oldest child would get a job, a response they could give in addition to responses about further schooling. In interpreting the information given later about parent attitudes toward career education, it should be remembered that about 75 percent of the parents expect their oldest children to go on for some kind of further training after graduating from high school.

Parents were asked with whom they had discussed career plans for their oldest child. They said they had talked with their children in 56 percent of the cases, which means that at least some parents had done that when their children were in eighth grade. (This conclusion and many others like it can be derived by combining parent responses

to two or more items in Form 4A in Appendix II of this report.) Almost 30 percent of the parents had talked with other parents about career plans for their children and over 20 percent had talked with friends. In sharp and revealing contrast, only 9 percent of the parents had talked with a teacher and only 9 percent had talked with a counselor about career plans for their oldest child. This is despite the fact that over 40 percent of the children being discussed are in grades 10-12.

Parents were asked how many times they had received information about the new career education program in the local school system in the previous four or five months. (Since last September 1.) In some school districts, a Federal- or State-sponsored career education program had preceded CCEM by two or three years. Despite this, about 65 percent of the parents reported that they had never read about the program in a newspaper or newsletter and had never heard about it over the radio or television. Almost 80 percent could not recall attending a meeting where it was mentioned. The schools which are attempting to reach the public with information about career education apparently rely on mass media for multiple impact. Of the parents who could recall having heard about career education more than twice, most reported hearing about it through mass media.

Widespread Favorable Attitudes Toward Career Education

Pupils, staff, and parents all have extremely positive attitudes toward career education. They evidently think that career education is important and that schools would be better if it were available. They believe that career education can change a person's future. They believe that it can lower the high school dropout rate and increase employment. And they do not regard it as a fad that will soon be forgotten.

Pupils in grades 4-6. Out of 22 statements, more young children agreed with these five than with any others (Table 1 in Appendix I):

Statement	Percent Agreeing
4. Arithmetic is important to people who work.	86
7. I would like to see films about how things are made.	82
6. School would be more interesting if we had visitors who could tell us about their jobs.	76
2. Students should be taught about jobs in school.	69
22. School should teach me things I can use on a job.	69

Out of the same 22 statements, fewer elementary students agreed with these than with any others (Table 1):

Statement	Percent Agreeing
5. Most girls will never get a job.	21

19.	I like to spend a long time watching people work.	21
1.	I am too young to think about what I want to do when I grow up.	24
14.	People who are going to college don't have to think about jobs until they get to college.	30
20.	I don't learn anything about jobs in school.	30

It is evident that the children answering this questionnaire see a clear connection between their school life and their future jobs. They think that career information is interesting as well as useful. Both boys and girls evidently expect that most girls will someday go to work.

The elementary pupils believe that they are old enough to think about what they want to do when they grow up and that they should not postpone career considerations until college. Moreover, they are already learning something about jobs in school.

What this means for the CCEM project staff is that children in late elementary school have such positive attitudes toward career education that they will probably welcome a curriculum change in that direction.

Pupils in grades 7-12. Out of 49 statements about career education and jobs, more high school students agreed with these three statements than with any others (Table 2):

	Statement	Percent Agreeing
5.	Every student should have at least one paying job before graduating from high school.	71
12.	Every student should graduate from high school with a salable skill he can use on a job.	71

2.	Students should be told about different jobs and job requirements during the study of every subject in every grade.	70

Seventy percent of the high school students agreed with those three statements. This figure is somewhat lower than majority opinions held by school staff and parents. Nevertheless, when other statements appearing in Table 2 are examined in combination with those above, most high school students believe school would be more interesting and more useful if it were career oriented.

Out of the 49 statements, fewer students agreed with these than with any others (Table 2):

	Statement	Percent Agreeing
49.	Career education is just another fad that will soon be forgotten.	13
13.	Students going to college should not make their career plans while still in high school.	18
9.	One can easily predict a child's eventual career by looking at his family's ambitions and his father's occupation.	19

In short, high school students in the six cities do not believe in career predestination (over 60 percent said they believed a student's choice of career can be changed by career education in the school) and they believe that career education is here to stay.

What this means for the CCEM project staff is that while not all students are convinced of the value of career education, the majority have favorable attitudes toward it. The students can be approached with confidence that most of them share the basic values underlying career education and already endorse certain key features of the program.

Professional Staff. The professional staff in the six cities expressed even more positive views about career education than either students or parents. Out of 49 statements, more staff members agreed with these than with any others (Table 3):

	Statement	Percent Agreeing
7.	You don't need a college degree to be a success.	89
40.	Students who are good in history should be told about jobs in this field.	83
8.	A student's choice of career can be changed by career education in school.	83
1.	Most people finish high school not knowing what kind of career they prefer.	82
29.	Most high school graduates are not prepared to enter the business world.	81
32.	Elementary school students should have workmen, such as postmen, garment workers, and electricians, coming to school to talk about their jobs.	80

It should be noted that three of these six statements are judgements about the status of high school graduates and do not deal directly with career education. However, other data appearing in Table 3 make it clear that school staffs view career education with favor. For example, 75% of the professional staff believe that if schools were career-oriented, they would be useful to more students.

At the other end of the scale, fewer teachers agreed with these than with any other statements (Table 3):

	Statement	Percent Agreeing
33.	Courses such as art and music would be damaged by including information about job possibilities in those fields.	5
31.	The present high school vocational education courses teach students enough about the world of work.	6
9.	One can easily predict a child's eventual career by looking at his family's ambitions for him and his father's occupation.	11
13.	Students going on to college should not make their career plans while in high school.	11
49.	Career education is just another fad that will soon be forgotten.	11

Rejecting these statements is of course another way of expressing a positive attitude toward career education.

The meaning of the findings for the CCEM project staff is that they are dealing with a professional staff which is already overwhelmingly convinced of the value of the program and already agrees with many of its key features. Thus the professional climate for career education is even more positive than the pupil and parent climate.

Parents. Parents in the six cities believe that most people finish high school not knowing what kind of career they prefer and are not prepared to enter the business world. They think that every student should have at least one paying job and should graduate with a salable skill. Thus it is not surprising that they favor career education, as shown by their top choices out of 49 statements. More parents agreed with these statements than with any others (Table 4):

	Statement	Percent Agreeing
1.	Most people finish high school not knowing what kind of career they prefer.	79%
12.	Every student should graduate from high school with a salable skill he can use on a job.	75
5.	Every student should have at least one paying job before graduating from high school.	75
29.	Most high school graduates are not prepared to enter the business world.	74
40.	Students who are good in history should be told about jobs in this field.	73
2.	Students should be told about different jobs and job requirements during the study of every subject in every grade.	72

The conclusion that parents favor career education is reinforced by examining the statements with which they did not agree. Fewer parents agreed with these than with any other statements (Table 4):

	Statement	Percent Agreeing
49.	Career education is just a fad that will soon be forgotten.	7%
33.	Courses such as art and music would be damaged by including information about job possibilities in those fields.	10

	Statement	Percent Agreeing
9.	One can easily predict a child's eventual career by looking at his family's ambitions for him and his father's occupation.	14
13.	Students going on to college should not make their career plans while in high school.	15
31.	The present high school vocational education courses teach students enough about the world of work.	16

These findings imply that the CCEM project staff will not need to persuade most parents of the value of career education. Explanations of the program can incorporate the assumption that most parents are already convinced.

Disagreement Among Parents, Pupils, and Staff About High School Course Credit for Work Experience. The CCEM project staff should be made aware that there is one potential feature of career education at the high school level which most parents do not approve. If this feature is to be incorporated into the program, it will have to be the subject of careful explanation and persuasion; otherwise it may be rejected by the community. The feature in question is the granting of high school course credit for work experience. Out of nine job possibilities listed, not one struck a majority of parents as meriting high school course credit (Table 4). This is one question on which parents disagree with high school students and professional staff. A majority of students want high schools to grant course credit for two of the nine jobs (Table 2); a majority of staff members want high schools to grant course credit for all nine of the jobs (Table 3). Indeed, staff members would give high school students course credit for performing any kind of work whatever.

While parents, pupils, and staff members disagree about whether credit should be granted, they hold closely similar views about the relative value of the various jobs listed, as shown in the table below. (See Tables 2, 3, and 4 for additional information.)

Percent of Parents, Pupils, and Staff
Who Would Grant High School Course Credit for Selected Jobs

50% Agreement	Parents		Pupils		Staff	
					Teacher assistant	67%
					Dental assistant	65
					Hospital volunteer	64
					Camp counselor	61
					Sales clerk	60
					Stock clerk	58
			Pupils		Gas station work	54
			Teacher assistant	58%	Political work	53
	Parents		Hospital volunteer	52	Any kind of work	51
	Teacher assistant	46%	Dental assistant	49		
	Hospital volunteer	39	Sales clerk	41		
	Dental assistant	39	Stock clerk	40		
	Any kind of work	37	Camp counselor	39		
	Camp counselor	35	Any kind of work	35		
	Sales clerk	30	Political work	34		
	Stock clerk	27	Gas station work	29		
	Political work	27				
	Gas station work	23				

There is a clear disagreement among the three groups about the granting of credit for work. Conflict may arise over this prospective feature of CCEM and the feature may become the target of parent objections to career education in the high schools.

It is especially interesting that the professional staff is more willing than students and far more willing than parents to grant high school credit for work experience. At first this may seem surprising, but it is the professional staff which is faced every day with the problem of trying to reach students with ideas and techniques that are not always appropriate. The staff sense of failure and frustration with some students might easily exceed that of the students themselves and of their parents. Whatever the reason, CCEM project staff will find teachers far easier to deal with on this question than the two other populations.

Another way of looking at the data reveals strong agreement among the three groups about the appropriateness of granting credit for selected jobs. Examine the table below for the rank order of the jobs.

Percent of Parents, Pupils, and Staff
Who Would Grant High School Course Credit for Selected Jobs

Parents	%	Pupils	%	Staff	%
Teacher assistant	46	Teacher assistant	58	Teacher assistant	67
Hospital volunteer	39	Hospital volunteer	52	Dental assistant	65
Dental assistant	39	Dental assistant	49	Hospital volunteer	64
Any kind of work	37	Sales clerk	41	Camp counselor	61
Camp counselor	35	Stock clerk	40	Sales clerk	60
Sales clerk	30	Camp counselor	39	Stock clerk	58
Stock clerk	27	Any kind of work	35	Gas station work	54
Political work	27	Political work	34	Political work	53
Gas station work	23	Gas station work	29	Any kind of work	51

Three factors are perhaps at work in explaining why parents, pupils, and staff members rank jobs in approximately the same sequence. These are: 1) the social service aspect of the work, 2) the learning opportunity it affords, 3) the absence of monetary compensation. The combination of these factors could explain why a job as teacher assistant (high social service, good learning opportunities, no monetary compensation) outranks a job as gas station attendant (low social service, minimum learning opportunities, and monetary compensation).

The CCEM project staff needs to consider whether these factors -- or others -- explain the parallel rankings assigned to work experience by parents, pupils, and staff members. It is in finding the reasons for the parallel ranking that the project staff will get the best grasp of how to approach parents if high school credit for work experience is to be part of CCEM.

High School Pupils, Staff, and Parents Agree About Career Education

There is close agreement among the views of high school pupils, their teachers, and their parents about the value of career education (Table 5). As shown below, high school pupils agree more closely with their parents than with their teachers.

Pair	Correlation*
High School Pupils and Parents	.86
Staff and Parents	.76
High School Pupils and Staff	.73

* All correlations are statistically significant at the .001 level.

The correlations are based on the ordering of attitude items as shown in Tables 1, 2, and 3, where items are ranked by the number of people who responded "agree" or "strongly agree."

While agreement among high school pupils, staff, and parents is not perfect, over 50% ($.73^2$) of the variation in the views of any one group is accompanied by variation in the views of the other two groups. Moreover, an examination of Tables 1, 2, and 3 shows that the differences amount to no more than minor shifts in the way items were ranked. For example, although no two items received exactly the same ranking, seven of the ten top-ranked items were identical for high school students and their parents. What this indicates for the CCEM project is that high school students, teachers, and parents not only have a generally positive attitude toward career education but agree about it in considerable detail. Accordingly, the CCEM project staff can address all three populations knowing that there is no sharp split in viewpoint among them.

Presumably, they can be approached together as well as separately without conflict arising from divergent views.

Six LEAs Agree About Career Education

No city has a monopoly on positive attitudes toward career education. All six agree not only that it is generally desirable but also agree point by point and feature by feature. (See Tables 6, 7, 8, and 9.)

All correlations are significant at the .001 level or above. The correlations are highest for young children in grades 4-6, suggesting that children are much the same everywhere, especially until they have had enough life experiences to polarize their opinions. The correlations for elementary school children ranged from a low of .92 between Atlanta and Hackensack to a high of .98 between Mesa and Jefferson County. The implication is that there is nothing in the attitudes of young children in the six cities to require a difference in CCEM components.

High school students in the six cities also agree about career education, but not quite so closely as elementary school children. Correlations between cities range from .73 between Atlanta and Jefferson County to .95 between Hackensack and Pontiac. Thus, even for high school students, over 50% ($.73^2$) of the variation in viewpoint within any city is accompanied by similar variation in viewpoint in every other city. The implication for the CCEM program designers, again, is that pupil attitudes do not prohibit the use of a similar approach to career education in all six cities.

What is perhaps of even greater interest to the CCEM project staff is that there are only negligible differences in teacher attitudes among the six cities. Correlation for these school staffs range from .93

between Atlanta and Mesa to .98 between Jefferson County and Mesa. Here again, there is nothing in the attitudes of the professional staff to demand a unique conception of career education for any city. And there is nothing to prohibit a similar content in in-service training programs. Moreover, the data suggest that CVTE could assemble working parties of professionals from all six cities in confidence that they would perform harmoniously on the project.

It is equally clear that parents in these six cities agree about career education. Correlations for parents range from .80 between Los Angeles and Mesa to .99 between Jefferson County and Mesa. This implies that community information and community involvement programs can be developed in a common design for use by all cities. It also suggests that a concept which is invented and used successfully in one city will probably work in the other five.

APPENDICES

APPENDIX I

A NOTE ABOUT TYPOGRAPHY OF TABLES

Because of the pressures of deadlines and the desirability of avoiding statistical errors, the tables which appear in this report have been photographed from computer printouts rather than from typewritten copy. They are not as attractive in appearance as they might be but they have the compensating advantage of accuracy and immediate availability.

TABLE 1

FREQUENCIES OF ATTITUDES FOR GRADES FOUR THROUGH SIX

RESPONSES ARE ONLY FOR YES ANSWERS - ALL CITIES - -

		% OF RESP
4	ARITHMATIC IS IMPORTANT TO PEOPLE WHO WORK	
17	I WOULD LIKE TO SEE FILMS ABOUT HOW THINGS ARE MADE	
6	SCHOOL IS INTERESTING IF GUESTS ARE TOLD ABOUT THEIR JOBS	
2	STUDENTS SHOULD BE TAUGHT ABOUT JOBS IN SCHOOL	
22	SCHOOL SHOULD TEACH ME THINGS I CAN USE ON A JOB	
7	LEARNING TO FIX DINNER OR WASH CAR WILL HELP ME WHEN OLD	
11	I WOULD LIKE TO TALK TO SCIENTISTS, CARPENTERS, ETC.	
18	LEARNNG ABOUT JOBS IN SCHOOL IS AS IMPORTANT AS OTHER STUFF	
21	I LIKE TO WATCH PEOPLE AT WORK	
3	I LIKE TO READ ABOUT THE WORK PEOPLE DO	
16	TEACHERS KNOW A LOT ABOUT OTHER JOBS BESIDES TEACHING	
10	I AM GOING TO WORK AS SOON AS I STOP GOING TO SCHOOL	
8	I LEARN A LOT IN SCHOOL ABOUT THE KINDS OF WORK PEOPLE DO	
15	THE ONLY WAY TO LEARN ABOUT A JOB IS TO GET ONE	
12	IF A BOY'S FATHER IS A DOCTOR, HE WILL PROBABLY BE ONE ALSO	
13	TEACHERS TELL US A LOT ABOUT JOBS	
9	MY PARENTS CAN TEACH ME EVERYTHING I NEED KNOW ABOUT JOBS	
20	I DON'T LEARN ANYTHING ABOUT JOBS IN SCHOOL	
14	IF GOING TO COLLEGE I NEEDN'T THINK ABOUT JOBS UNTIL THEN	
1	I AM TOO YOUNG TO THINK ABOUT WHAT I WANT TO DO WHEN OLD	
19	I LIKE TO SPEND A LONG TIME WATCHING PEOPLE WORK	
5	MOST GIRLS WILL NEVER GET A JOB	

BASE..3671 TOTAL RESPONSES: 100.00

NOTE: ITEMS RANKED BY NUMBER OF RESPONSES

TABLE 2
FREQUENCIES OF ATTITUDES FOR GRADES SEVEN TO TWELVE

	'AGREE' AND 'STRONGLY AGREE' COMBINED - ALL CITIES -	% OF BASE
5	STUDENT SHOULD HAVE AT LEAST ONE PAYNG JOB BEFORE GRAD HS	70.7
12	STUDENT SHOULD GRAD H.S. WITH SALABLE SKILL HE CAN USE	70.5
2	STUDENTS SHOULD BE TOLD ABOUT DIFF JOBS & REQUIR FOR SUBJ	70.1
8	STUDENT'S CHOICE OF CAREER CAN BE CHANGED BY CAREER ED	61.2
1	MOST PEOPLE FINISH HS NOT KNOWING WHAT CAREER THEY PREFER	60.5
45	AS PART OF HS PROG, STUDENT ALLOWED TO LEAVE SCH TO WORK	57.9
18	HS STUDENT GET CREDIT FOR WORK AS TEACHER ASSISTANT	57.6
7	YOU DON'T NEED A COLLEGE DEGREE TO BE A SUCCESS	57.4
40	STUDENTS GOOD IN HISTORY SHOULD BE TOLD OF JOBS IN FIELD	56.7
34	IF SCH WERE CAREER-ORIENTED,WOULD BE USEFUL TO MORE KIDS	56.6
46	STUDENT ALLOW TO MISS REG CLASS, GO FIELD TRIP WITH OTHERS	55.5
27	EFFECTIVE PROGRAM OF CAREER ED WOULD LOWER DROPOUT RATE	55.2
47	CAREER ED SHOULD BE TAUGHT BY SPECIAL CAREER ED TEACHERS	55.2
10	VISIT BY INDUSTRIAL CHEMIST CREATE INTEREST CHEM CLASS	54.2
36	CAREER ED WILL COST BUT HELP SOCIETY, INCREASE EMPLOYMENT	53.6
35	LOCAL BUSINESS & PROFESSIONALS HELP IN CAREER PROG IN SCH	52.7
19	HS STUDENT GET CREDIT FOR WORK AS HOSPITAL VOLUNTEER	51.6
11	GOOD HIGH SCHOOL HAVE HIGH PERCENT OF STUDENT GO COLLEGE	50.5
32	ELEM SCH STUDENT SHOULD HAVE WORKMEN COME TALK ABOUT JOB	49.8
21	HS STUDENT GET CREDIT FOR WORK AS DENTAL ASSISTANT	49.4
25	SCHOOL GUIDANCE DEPT. SHOULD CARRY PRIME RESP FOR JOB ED	48.2
39	LOCAL RESIDENTS EAGER TO VISIT SCHOOL TO TALK ABOUT JOBS	48.0
48	QUALITY OF ED RAISED BY EMPHASIS ON JOBS AND WORK	46.7
29	MOST HS GRADS NOT PREPARED TO ENTER THE BUSINESS WORLD	46.6
43	FOREIGN LANGUAGE TEACHERS TEACH ABOUT CAREER IN OWN CLASS	46.6
37	STATE & FED GOV'T SHOULD PAY FULL COST OF CAREER ED	46.3
44	WAY MATH USED IN JOBS TAUGHT IN FEW DAYS IN MATH COURSE	45.1
14	ALL HS GRADS GUARANTEED EITHER MORE ED OR INMEAD EMPLOY	44.7
4	ELEM. SCHOOL IS TOO EARLY TO START THINKING ABOUT CAREERS	44.4
28	STUDENT SHOULD HOLD SEVERAL KINDS OF JOB BEFORE LEAVE HS	43.0
3	"CAREER EDUCATION" ANOTHER NAME FOR VOCATIONAL EDUCATION	42.5
22	HS STUDENT GET CREDIT FOR WORK AS SALES CLERK	41.4
17	HS STUDENT GET CREDIT FOR WORK AS STOCK CLERK	40.3
42	SEPARATE COURSES ON CAREER ED BETTER THAN IN EXISTING COURSE	40.2
26	AREAS IN SCH. PROGRAM MORE IMPORTANT THAN CAREER ED	39.6
15	HS STUDENTS GET CREDIT FOR WORK AS CAMP COUNSELOR	39.0
41	CAREER ED SHOULD BE AVAILABLE TO ALL STUDENTS ALL GRADES	37.5
38	LOCAL COMM. SHOULD PAY FOR CAREER ED IF STATE, FED CAN'T	37.1
23	HS STUDENT GET CREDIT FOR WORK AS ANYTHING	35.1
20	HS STUDENT GET CREDIT FOR WORK IN POLITICAL CAMPAIGN	33.7
6	CAREER ED WILL BE OF GREATER LONG TERM VALUE TO BOYS	33.6
30	GUIDANCE COUNSELORS DON'T KNOW ENOUGH ABOUT CAREER POSS	29.8
16	HS STUDENT GET CREDIT FOR WORK AS GAS STATION ATTENDANT	28.9
31	PRESENT H.S. VOC. ED COURSES TEACH ENOUGH ABOUT WORKING	27.6
24	ELEM. SCHOOL WOULD BE BETTER IF CENTERED AROUND WORK	25.6
33	ART,MUSIC CLASS HURT BY INFO ON JOB POSS IN THOSE FIELDS	21.1
9	PREDICT CHILD'S CAREER BY FAMILY AMBITION FOR HIM & PA'S JOB	19.7
13	STUDENTS GOING ON TO COLLEGE SHOULDN'T MAKE CAREER PLAN	18.1
49	CAREER ED JUST ANOTHER FAD THAT WILL SOON BE FORGOTTEN	13.1

BASE..3218 TOTAL RESPONSES: 100.00

WITH 0 ITEMS RANKED BY NUMBER OF RESPONSES

TABLE 3

FREQUENCIES OF ATTITUDES FOR STAFF

	'AGREE' AND 'STRONGLY AGREE' COMBINED - ALL CITIES -	% OF BASE
7	YOU DON'T NEED A COLLEGE DEGREE TO BE A SUCCESS	91.1
40	STUDENTS GOOD IN HISTORY SHOULD BE TOLD OF JOBS IN FIELD	89.3
8	STUDENT'S CHOICE OF CAREER CAN BE CHANGED BY CAREER ED	89.1
1	MOST PEOPLE FINISH HS NOT KNOWING WHAT CAREER THEY PREFER	89.0
29	MOST HS GRADS NOT PREPARED TO ENTER THE BUSINESS WORLD	86.9
32	ELEM SCH STUDENT SHOULD HAVE WORKMEN COME TALK ABOUT JOB	86.1
27	EFFECTIVE PROGRAM OF CAREER ED WOULD LOWER DROPOUT RATE	77.3
45	AS PART OF HS PROG, STUDENT ALLOWED TO LEAVE SCH TO WORK	76.6
34	IF SCH WERE CAREER-ORIENTED, WOULD BE USEFUL TO MORE KIDS	76.0
12	STUDENT SHOULD GRAD H.S. WITH SALABLE SKILL HE CAN USE	73.1
43	FOREIGN LANGUAGE TEACHERS TEACH ABOUT CAREER IN OWN CLASS	72.3
10	VISIT BY INDUSTRIAL CHEMIST CREATE INTEREST CHEM CLASS	69.7
41	CAREER ED SHOULD BE AVAILABLE TO ALL STUDENTS ALL GRADES	68.1
5	STUDENT SHOULD HAVE AT LEAST ONE PAYNG JOB BEFORE GRAD HS	67.3
2	STUDENTS SHOULD BE TOLD ABOUT DIFF JOBS & REQUIR FOR SUBJ	67.1
18	HS STUDENT GET CREDIT FOR WORK AS TEACHER ASSISTANT	66.0
35	LOCAL BUSINESS & PROFESSIONALS HELP IN CAREER PROG IN SCH	66.0
21	HS STUDENT GET CREDIT FOR WORK AS DENTAL ASSISTANT	64.0
19	HS STUDENT GET CREDIT FOR WORK AS HOSPITAL VOLUNTEER	63.8
46	STUDENT ALLOW TO MISS REG CLASS, GO FIELD TRIP WITH OTHERS	63.4
36	CAREER ED WILL COST BUT HELP SOCIETY, INCREASE EMPLOYMENT	61.8
15	HS STUDENTS GET CREDIT FOR WORK AS CAMP COUNSELOR	60.7
39	LOCAL RESIDENTS EAGER TO VISIT SCHOOL TO TALK ABOUT JOBS	60.0
22	HS STUDENT GET CREDIT FOR WORK AS SALES CLERK	59.4
17	HS STUDENT GET CREDIT FOR WORK AS STOCK CLERK	57.0
48	QUALITY OF ED RAISED BY EMPHASIS ON JOBS AND WORK	56.5
16	HS STUDENT GET CREDIT FOR WORK AS GAS STATION ATTENDANT	54.4
20	HS STUDENT GET CREDIT FOR WORK IN POLITICAL CAMPAIGN	53.4
28	STUDENT SHOULD HOLD SEVERAL KINDS OF JOB BEFORE LEAVE HS	52.4
23	HS STUDENT GET CREDIT FOR WORK AS ANYTHING	51.1
30	GUIDANCE COUNSELORS DON'T KNOW ENOUGH ABOUT CAREER POSS	50.8
11	GOOD HIGH SCHOOL HAVE HIGH PERCENT OF STUDENT GO COLLEGE	49.3
14	ALL HS GRADS GUARANTEED EITHER MORE ED OR IMMEAD EMPLOY	47.8
38	LOCAL COMM. SHOULD PAY FOR CAREER ED IF STATE, FED CAN'T	45.4
37	STATE & FED GOV'T SHOULD PAY FULL COST OF CAREER ED	39.7
26	AREAS IN SCH. PROGRAM MORE IMPORTANT THAN CAREER ED	37.4
3	"CAREER EDUCATION" ANOTHER NAME FOR VOCATIONAL EDUCATION	36.3
44	WAY MATH USED IN JOBS TAUGHT IN FEW DAYS IN MATH COURSE	33.5
24	ELEM. SCHOOL WOULD BE BETTER IF CENTERED AROUND WORK	32.3
25	SCHOOL GUIDANCE DEPT. SHOULD CARRY PRIME RESP FOR JOB ED	30.2
47	CAREER ED SHOULD BE TAUGHT BY SPECIAL CAREER ED TEACHERS	29.5
42	SEPARATE COURSES ON CAREER ED BETTER THAN IN EXISTING COURSE	23.4
4	ELEM. SCHOOL IS TOO EARLY TO START THINKING ABOUT CAREERS	19.4
6	CAREER ED WILL BE OF GREATER LONG TERM VALUE TO BOYS	17.8
49	CAREER ED JUST ANOTHER FAD THAT WILL SOON BE FORGOTTEN	11.4
13	STUDENTS GOING ON TO COLLEGE SHOULDN'T MAKE CAREER PLAN	11.0
9	PREDICT CHILD'S CAREER BY FAMILY AMBITION FOR HIM & PA'S JOB	10.0
31	PRESENT H.S. VOC. ED COURSES TEACH ENOUGH ABOUT WORKING	5.4
33	ART, MUSIC CLASS HURT BY INFO ON JOB POSS IN THOSE FIELDS	5.2

BASE..3219 TOTAL RESPONSES: 100.00

NOTE: ITEMS RANKED BY NUMBER OF RESPONSES

TABLE 4

FREQUENCIES OF ATTITUDES FOR PARENTS

	'AGREE' AND 'STRONGLY AGREE' COMBINED - ALL CITIES -	% OF BASE
1	MOST PEOPLE FINISH HS NOT KNOWING WHAT CAREER THEY PURSUE	70.5
12	STUDENT SHOULD GRAD H.S. WITH SALABLE SKILL HE CAN USE	75.3
5	STUDENT SHOULD HAVE AT LEAST ONE PAYNG JOB BEFORE GRAD HS	74.5
29	MOST HS GRADS NOT PREPARED TO ENTER THE BUSINESS WORLD	73.5
40	STUDENTS GOOD IN HISTORY SHOULD BE TOLD OF JOBS IN FIELD	73.3
2	STUDENTS SHOULD BE TOLD ABOUT DIFF JOBS & REQUIR FOR SUBJ	71.4
27	EFFECTIVE PROGRAM OF CAREER ED WOULD LOWER DROPOUT RATE	70.6
8	STUDENT'S CHOICE OF CAREER CAN BE CHANGED BY CAREER ED	69.3
34	IF SCH WERE CAREER-ORIENTED,WOULD BE USEFUL TO MORE KIDS	69.3
10	VISIT BY INDUSTRIAL CHEMIST CREATE INTEREST CHEM CLASS	67.7
7	YOU DON'T NEED A COLLEGE DEGREE TO BE A SUCCESS	66.8
11	GOOD HIGH SCHOOL HAVE HIGH PERCENT OF STUDENT GO COLLEGE	62.6
32	ELEM SCH STUDENT SHOULD HAVE WORKMEN COME TALK ABOUT JOB	62.4
36	CAREER ED WILL COST BUT HELP SOCIETY, INCREASE EMPLOYMENT	62.4
35	LOCAL BUSINESS & PROFESSIONALS HELP IN CAREER PROG IN SCH	60.5
43	FOREIGN LANGUAGE TEACHERS TEACH ABOUT CAREER IN OWN CLASS	59.1
47	CAREER ED SHOULD BE TAUGHT BY SPECIAL CAREER ED TEACHERS	58.9
48	QUALITY OF ED RAISED BY EMPHASIS ON JOBS AND WORK	58.3
14	ALL HS GRADS GUARANTEED EITHER MORE ED OR IMMEAD EMPLOY	51.9
39	LOCAL RESIDENTS EAGER TO VISIT SCHOOL TO TALK ABOUT JOBS	50.8
3	"CAREER EDUCATION" ANOTHER NAME FOR VOCATIONAL EDUCATION	50.3
41	CAREER ED SHOULD BE AVAILABLE TO ALL STUDENTS ALL GRADES	49.3
28	STUDENT SHOULD HOLD SEVERAL KINDS OF JOB BEFORE LEAVE HS	48.1
45	AS PART OF HS PROG. STUDENT ALLOWED TO LEAVE SCH TO WORK	47.1
37	STATE & FED GOV'T SHOULD PAY FULL COST OF CAREER ED	46.1
18	HS STUDENT GET CREDIT FOR WORK AS TEACHER ASSISTANT	45.7
25	SCHOOL GUIDANCE DEPT. SHOULD CARRY PRIME RESP FOR JOB ED	45.7
30	GUIDANCE COUNSELORS DON'T KNOW ENOUGH ABOUT CAREER POSS	41.9
38	LOCAL COMM. SHOULD PAY FOR CAREER ED IF STATE, FED CAN'T	41.4
42	SEPARATE COURSES ON CAREER ED BETTER THAN IN EXISTING COURSE	40.4
19	HS STUDENT GET CREDIT FOR WORK AS HOSPITAL VOLUNTEER	39.2
21	HS STUDENT GET CREDIT FOR WORK AS DENTAL ASSISTANT	38.9
46	STUDENT ALLOW TO MISS REG CLASS, GO FIELD TRIP WITH OTHERS	38.3
23	HS STUDENT GET CREDIT FOR WORK AS ANYTHING	36.9
26	AREAS IN SCH. PROGRAM MORE IMPORTANT THAN CAREER ED	36.9
4	ELEM. SCHOOL IS TOO EARLY TO START THINKING ABOUT CAREERS	34.5
6	CAREER ED WILL BE OF GREATER LONG TERM VALUE TO BOYS	33.5
15	HS STUDENTS GET CREDIT FOR WORK AS CAMP COUNSELOR	34.0
44	WAY MATH USED IN JOBS TAUGHT IN FEW DAYS IN MATH COURSE	34.3
22	HS STUDENT GET CREDIT FOR WORK AS SALES CLERK	33.5
17	HS STUDENT GET CREDIT FOR WORK AS STOCK CLERK	32.3
24	ELEM. SCHOOL WOULD BE BETTER IF CENTERED AROUND WORK	27.3
20	HS STUDENT GET CREDIT FOR WORK IN POLITICAL CAMPAIGN	24.5
16	HS STUDENT GET CREDIT FOR WORK AS GAS STATION ATTENDANT	23.0
31	PRESENT H.S. VOC. ED COURSES TEACH ENOUGH ABOUT WORKING	15.7
13	STUDENTS GOING ON TO COLLEGE SHOULDN'T MAKE CAREER PLAN	15.3
9	PREDICT CHILD'S CAREER BY FAMILY AMBITION FOR HIM & PA'S JOB	14.4
33	ART,MUSIC CLASS HURT BY INFO ON JOB POSS IN THOSE FIELDS	12.3
49	CAREER ED JUST ANOTHER FAD THAT WILL SOON BE FORGOTTEN	7.1

BASE..4096 TOTAL RESPONSES: 166.68

NOTE: ITEMS RANKED BY NUMBER OF RESPONSES

TABLE 5

ATTITUDE CORRELATIONS BETWEEN THREE FORMS FOR - ALL CITIES -

	PUPIL	STAFF	PARENT
PUPIL	1.0000 (49) S=0.001	0.7283 (49) S=0.001	0.8613 (49) S=0.001
STAFF	0.7283 (49) S=0.001	1.0000 (49) S=0.001	0.7604 (49) S=0.001
PARENT	0.8613 (49) S=0.001	0.7604 (49) S=0.001	1.0000 (49) S=0.001

(COEFFICIENT / (CASES) / SIGNIFICANCE)

TABLE 6

ATTITUDE CORRELATIONS BETWEEN CITIES FOR GRADES FOUR TO SIX

	MESA	ANGELES	JEFF	ATLANTA	HACKEN	PONTIAC
MESA	1.0000 (22) S=0.001	0.9809 (22) S=0.001	0.9842 (22) S=0.001	0.9636 (22) S=0.001	0.9710 (22) S=0.001	0.9609 (22) S=0.001
ANGELES	0.9809 (22) S=0.001	1.0000 (22) S=0.001	0.9644 (22) S=0.001	0.9535 (22) S=0.001	0.9594 (22) S=0.001	0.9454 (22) S=0.001
JEFF	0.9842 (22) S=0.001	0.9644 (22) S=0.001	1.0000 (22) S=0.001	0.9355 (22) S=0.001	0.9810 (22) S=0.001	0.9338 (22) S=0.001
ATLANTA	0.9636 (22) S=0.001	0.9535 (22) S=0.001	0.9355 (22) S=0.001	1.0000 (22) S=0.001	0.9167 (22) S=0.001	0.9674 (22) S=0.001
HACKEN	0.9710 (22) S=0.001	0.9594 (22) S=0.001	0.9810 (22) S=0.001	0.9167 (22) S=0.001	1.0000 (22) S=0.001	0.9177 (22) S=0.001
PONTIAC	0.9609 (22) S=0.001	0.9454 (22) S=0.001	0.9338 (22) S=0.001	0.9674 (22) S=0.001	0.9177 (22) S=0.001	1.0000 (22) S=0.001

(COEFFICIENT / (CASES) / SIGNIFICANCE)

TABLE 7

ATTITUDE CORRELATIONS BETWEEN CITIES FOR GRADES SEVEN TO TWELVE

	MESA	ANGELES	JEFF	ATLANTA	HACKENSA	PONTIAC
MESA	1.0000 (49) S=0.001	0.9124 (49) S=0.001	0.9263 (49) S=0.001	0.7639 (49) S=0.001	0.9156 (49) S=0.001	0.9332 (49) S=0.001
ANGELES	0.9124 (49) S=0.001	1.0000 (49) S=0.001	0.8579 (49) S=0.001	0.6483 (49) S=0.001	0.9110 (49) S=0.001	0.9416 (49) S=0.001
JEFF	0.9263 (49) S=0.001	0.8579 (49) S=0.001	1.0000 (49) S=0.001	0.7299 (49) S=0.001	0.9482 (49) S=0.001	0.9148 (49) S=0.001
ATLANTA	0.7639 (49) S=0.001	0.6483 (49) S=0.001	0.7299 (49) S=0.001	1.0000 (49) S=0.001	0.8305 (49) S=0.001	0.8285 (49) S=0.001
HACKENSA	0.9156 (49) S=0.001	0.9110 (49) S=0.001	0.9482 (49) S=0.001	0.8305 (49) S=0.001	1.0000 (49) S=0.001	0.9409 (49) S=0.001
PONTIAC	0.9332 (49) S=0.001	0.9416 (49) S=0.001	0.9148 (49) S=0.001	0.8285 (49) S=0.001	0.9409 (49) S=0.001	1.0000 (49) S=0.001

(COEFFICIENT / (CASES) / SIGNIFICANCE)

TABLE 8

ATTITUDE CORRELATIONS BETWEEN CITIES FOR STAFF

	MESA	ANGELES	JEFF	ATLANTA	HACKENSA	PONTIAC
MESA	1.0000 (49) S=0.001	0.9444 (49) S=0.001	0.9779 (49) S=0.001	0.9259 (49) S=0.001	0.9569 (49) S=0.001	0.9612 (49) S=0.001
ANGELES	0.9444 (49) S=0.001	1.0000 (49) S=0.001	0.9466 (49) S=0.001	0.9500 (49) S=0.001	0.9603 (49) S=0.001	0.9591 (49) S=0.001
JEFF	0.9779 (49) S=0.001	0.9466 (49) S=0.001	1.0000 (49) S=0.001	0.9528 (49) S=0.001	0.9681 (49) S=0.001	0.9718 (49) S=0.001
ATLANTA	0.9259 (49) S=0.001	0.9500 (49) S=0.001	0.9528 (49) S=0.001	1.0000 (49) S=0.001	0.9466 (49) S=0.001	0.9736 (49) S=0.001
HACKENSA	0.9569 (49) S=0.001	0.9603 (49) S=0.001	0.9681 (49) S=0.001	0.9466 (49) S=0.001	1.0000 (49) S=0.001	0.9729 (49) S=0.001
PONTIAC	0.9612 (49) S=0.001	0.9591 (49) S=0.001	0.9718 (49) S=0.001	0.9736 (49) S=0.001	0.9729 (49) S=0.001	1.0000 (49) S=0.001

(COEFFICIENT / (CASES) / SIGNIFICANCE)

TABLE 9

ATTITUDE CORRELATIONS BETWEEN CITIES FOR PARENTS

	MESA	ANGELES	JEFF	ATLANTA	HACKENSA	PONTIA
MESA	1.0000	0.7950	0.9880	0.8792	0.9537	0.9644
	(49)	(49)	(49)	(49)	(49)	(49)
	S=0.001	S=0.001	S=0.001	S=0.001	S=0.001	S=0.001
ANGELES	0.7950	1.0000	0.8102	0.9221	0.9051	0.8714
	(49)	(49)	(49)	(49)	(49)	(49)
	S=0.001	S=0.001	S=0.001	S=0.001	S=0.001	S=0.001
JEFF	0.9880	0.8102	1.0000	0.8951	0.9587	0.9691
	(49)	(49)	(49)	(49)	(49)	(49)
	S=0.001	S=0.001	S=0.001	S=0.001	S=0.001	S=0.001
ATLANTA	0.8792	0.9221	0.8951	1.0000	0.9477	0.9479
	(49)	(49)	(49)	(49)	(49)	(49)
	S=0.001	S=0.001	S=0.001	S=0.001	S=0.001	S=0.001
HACKENSA	0.9537	0.9051	0.9587	0.9477	1.0000	0.9723
	(49)	(49)	(49)	(49)	(49)	(49)
	S=0.001	S=0.001	S=0.001	S=0.001	S=0.001	S=0.001
PONTIAC	0.9644	0.8714	0.9691	0.9479	0.9723	1.0000
	(49)	(49)	(49)	(49)	(49)	(49)
	S=0.001	S=0.001	S=0.001	S=0.001	S=0.001	S=0.001

(COEFFICIENT / (CASES) / SIGNIFICANCE)

APPENDIX II

Identification of Data Collection Instruments

Principal (White)

Attitude Inventories

Students: Grades 4-6 (pink)	1A
Students: Grades 7-12 (yellow)	2A
Staff (blue)	III
Parents (green)	4A

INSTITUTE FOR EDUCATIONAL DEVELOPMENT
52 VANDERBILT AVENUE, NEW YORK, N Y 10017
212-686-8910

MEMORANDUM

TO: Principals of CCEM Schools

FROM: Henry M. Brickell
Carol B. Aslanian

DATE: January 14, 1972

We would appreciate your answering the attached questionnaire.
Estimated time: 10 minutes

PLEASE RETURN THE QUESTIONNAIRE WITH THE PUPIL, PARENT, AND STAFF ATTITUDE INSTRUMENTS.

As soon as we learned that some of the six LEAs in the CCEM project had elected to eliminate certain items of demographic information from the pupil and parent attitudinal questionnaires being administered in a sample of CCEM classrooms this month, we immediately sought some other way to gather the information. (Several LEAs had earlier suggested that an alternative method should be used in case some parents and pupils chose not to answer certain items).

We have been able to acquire from the National Assessment project the questionnaire used to gather data from school principals on the incomes and occupations of parents in their school attendance areas.

The first five items in the attached form are copied verbatim from the National Assessments principals questionnaire. Items 6 and 7 are copied from the IED attitude inventories.

We plan to use your answers to characterize the sample of pupils and parents drawn from your building. Where there are no such items in the pupil and parent questionnaire themselves, or if many of them fail to answer such items, your answers will give us the only data we will have for reporting the relationship between career attitutdes and income, occupation, and other demographic variables. We believe this information is essential in interpreting attitudes and in studying attitudinal change over the next 18 months. Even if some of the items have been included in the pupil and parent questionnaires for your building, your answers will allow us to validate what pupils and parents have said.

We want to thank you not only for answering this questionnaire, but also for allowing us to distribute questionnaires to a sample of pupils, parents, and staff members in your building. If at any time you need help in interpreting this project to them, please talk with your local CCEM project director or, if you prefer, call us collect in New York at (212) 686-8910.

SCHOOL PRINCIPAL'S QUESTIONNAIRE

PLEASE PRINT

Name of School: _____

Address of School: _____

Name of School Principal: _____

Grade Range of School: _____ through _____

Type of School: Elementary _____ Junior High _____ Senior High _____ Other _____

1. What is the current enrollment by grade of your school (1971-1972 school year)?

Grade	Enrollment
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

2. Approximately what percentage of the students attending your building live in each of the following areas? (These items should add to 100%)

____% in a rural area (less than 2,500)

____% in a town of 2,500 to 10,000

____% in a town of 10,000 to 25,000

____% in a city of 25,000 to 200,000

____% in the suburbs of a city of 25,000 to 200,000

____% in the inner part of a city over 200,000

____% in the residential area within the city limits of a city over 200,000

____% outside the city limits of a city over 200,000 but within the residential area served by the city

3. Approximately what percentage of the students attending your building are children of: (These items should add to 100%)

____% professional or managerial personnel

____% sales, clerical, technical or skilled workers

____% factory or other blue collar workers

____% farm workers

____% not regularly employed

____% on welfare

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4. Approximately what percentage of your students are white? (Check one)

_____ None
_____ 1 - 9%
_____ 10 - 19%
_____ 20 - 29%
_____ 30 - 39%
_____ 40 - 49%
_____ 50 - 59%
_____ 60 - 69%
_____ 70 - 79 %
_____ 80 - 89%
_____ 90 - 99%
_____ All

5. Does your school qualify for ESEA Title I assistance?

_____ Yes
_____ No

6. Approximately what percentage of the students attending your building are from families whose total annual income falls in the following ranges: (These items should add to 100%)

____% Under $5,000
____% $5,000 - 6,999
____% $7,000 - 8,999
____% $9,000 - 11,999
____% $12,000 - 14,999
____% $15,000 - 19,999
____% $20,000 or more

7. Approximately what percentage of the students attending your building represent the following groups: (These items should add to 100%)

____% American Indian
____% Black
____% Mexican American
____% Oriental
____% Puerto Rican
____% Spanish Surname
____% White
____% Other (Please specify) _____

_____

CAREER EDUCATION QUESTIONNAIRE

These questions are about the things you are learning in school and about jobs people perform.

Your teacher will help you with the questions if necessary. You should be able to finish in about 20 minutes.

If there are any questions which you do not want to answer, you may go to the next question.

Please do not sign your name.

Thank you for your help.

PART I Directions:

Please read each question carefully, then circle your answer to the question. The numbers next to the answers are for our use. Don't worry about them.

SAMPLE QUESTION:

1. Where do you live?

Arizona
California
Colorado
(Georgia)
New Jersey
Michigan

If you live in Georgia, you would circle (Georgia) as we have done here. Of course, if you live in Michigan, you would circle (Michigan).

1. Where do you live? *N=3671*

20 Arizona
20 California
17 Colorado
12 Georgia
15 New Jersey
17 Michigan

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2. In what month were you born? *N=3640*

8%	January
	February
	March
7	April
8	May
9	June
9	July
9	August
9	September
8	October
8	November
	December

3. In what year were you born? *N=3585*

	1957 or earlier
1	1958
10	1959
34	1960
30	1961
23	1962
2	1963
0	1964 or later

4. Are you: *N=3576*

	Male
49	Female

5. What is the name of your school? _____
(please print)

6. In what grade are you? *N=3643*

0%	3
32	4
33	5
33	6
0	7
0	8
	Ungraded

7. What kind of student are you? *N=3542*

1	Excellent
50	Good
33	Fair
3	Poor

8. In the grade you were in last year, how many people visited your classroom to talk about the kind of work they do? For example, a scientist, athlete, businessman, or mechanic. *N=3478*

30	None
20	1
19	2
14	3
7	4
4	5
2	6
3	7
2	More than 7

9. In the grade you were in last year, how many trips did your class take? *N=3564*

31	None
24	1
21	2
15	3
11	4
7	5
4	6
3	7
4	More than 7

10. In the grade you were in last year, how many trips did your class take to places where goods are sold to customers? For example, a super market, department store, or shopping center. *N=3557*

71	None
17	1
6	2
3	3
2	4
1	5
1	6
0	7
2	More than 7

11. In the grade you were in last year, how many trips did your class take to places where products are made? For example, a bottling company, construction site, or manufacturing plant. *N=3565*

63	None
24	1
8	2
3	3
1	4
1	5
0	6
0	7
1	More than 7

12. In the grade you were in last year, how many trips did your class take to places where services are provided? For example, the telephone company, an insurance company, the electric company, or a bank. *N=3549*

[illegible]	None
10	1
6	2
2	3
1	4
1	5
0	6
0	7
.	More than 7

13. In the grade you were in last year, how many trips did your class take to cultural, historical, or science centers? For example, a museum, concert, fort, zoo,or plantetarium. *N=3586*

[illegible]	None
34	1
20	2
11	3
5	4
3	5
2	6
1	7
.	More than 7

14. Are you: *N=2185* *(Some LEAs only)*

[illegible]	American Indian
1[illegible]	Black
4	Mexican American
1	Oriental
0	Puerto Rican
2	Spanish surname
67	White
6	Other (Please specify) _____

15. Is the head of your family a man or woman? (The head of a family is often the father but it could be the mother, or someone like a grandmother or an uncle.) *N=2181* *(Some LEAs only)*

7[illegible]	Man
21	Woman

16. How far in school did the head of your family go? *N=2176* *(Some LEAs only)*

[illegible]	No Schooling
[illegible]	Elementary School
[illegible]	High School
[illegible]	College
33	Uncertain

17. Does your family get newspapers regularly? *N=2236* *(Some LEAs only)*

7[illegible]	Yes
19	No
3	Uncertain

18. Does your family get magazines regularly? *N=2235* *(Some LEAs only)*

5[illegible]	Yes
35	No
9	Uncertain

19. Are there more than 25 books in your home? *N=2248* *(Some LEAs only)*

[illegible]	Yes
[illegible]	No
5	Uncertain

20. Is there an encyclopedia in your home? *N=2235* *(Some LEAs only)*

[illegible]	Yes
21	No
6	Uncertain

PART II Directions:

Please read each statement carefully. There are no right or wrong answers. Just check the box which best answers the statement for you.

SAMPLE STATEMENT:

	Yes	No Opinion	No
I would like to earn money	✓		

If you agree with the statement that you would like to earn money, check "Yes" (as shown).

If you don't care or have no opinion, then check "No Opinion."

If you disagree, then check "No."

N=3671	Yes 1	No Opinion 2	No 3
I am too young to think about what I want to do when I grow up. 26	24%	15%	59%
Students should be taught about jobs in school. 27	69	16	13
I like to read about the work people do. 28	59	18	21
Arithmetic is important to people who work. 29	86	8	4
Most girls will never get a job. 30	21	26	52
School would be more interesting if we had visitors who could tell us about their jobs. 31	76	14	10
Learning how to fix dinner or wash the car will help me when I grow up. 32	68	13	18
I learn a lot in school about the kinds of work people do. 33	53	17	28
My parents can teach me everything I need to know about jobs. 34	32	22	44
I am going to work as soon as I stop going to school. 35	55	22	21
I would like to talk to people who are scientists, carpenters, fashion designers, or businessmen. 36	66	18	14

	Yes 1	No Opinion 2	No 3
I like to spend a long time watching people work. 37	44%	20%	35%
Teachers tell us a lot about jobs. 38	36	21	41
People who are going to college don't have to think about jobs until they get to college. 39	30	22	47
The only way to learn about a job is to get one and see what it is like. 40	51	16	31
Teachers know a lot about other jobs besides teaching. 41	58	27	13
I would like to see films about how things are made. 42	82	9	7
Learning about Jobs in school is just as important as learning other things. 43	66	18	15
If a boy's father is a doctor, the boy will probably be a doctor also. 44	21	34	43
I don't learn anything about jobs in school. 45	30	25	44
I like to watch people at work. 46	60	16	22
School should teach me things I can use on a job. 47	69	19	10

HOW DO YOU FEEL ABOUT CAREER EDUCATION IN THE SCHOOLS?

Your answers will help shape a new program that is taking place in several schools throughout the country, including your own.

Please use 20 minutes of your time to complete the form. If there are any questions which you do not want to answer, feel free to go on to the next item. When you are finished, please return the form to your teacher.

Please do not sign your name.

Thank you for your help.

PART I Directions:

Please read each question carefully, then circle your answer to the question. The numbers next to the answers are for office use only. You can ignore them.

1. Where do you live? *N=3218*

20%	Arizona
19	California
16	Colorado
13	Georgia
13	New Jersey
19	Michigan

2. In what month were you born? *N=3160*

8%	January
8	February
8	March
8	April
8	May
8	June
9	July
9	August
8	September
9	October
8	November
9	December

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3. In what year were you born? N=3162

1%	1952 or earlier
4	1953
14	1954
16	1955
16	1956
17	1957
19	1958
12	1959
0	1960 or later

4. Are you: N=3124

48	Male
52	Female

5. What is the name of your school?

_____
(please print)

6. What type of school is it? N=3121

3%	Elementary
46	Junior High School
51	Senior High School

7. In what grade are you? N=3130

1%	6
15	7
21	8
14	9
16	10
16	11
15	12
3	Ungraded

8. What type of courses are you primarily taking? (Check only one response.) N=2967

59%	General Education
7	Vocational Education
24	Academic/College Preparatory
3	Other (Please specify) _____
8	Uncertain

9. What was your final grade last year in English and Mathematics? (Circle a response in each column.)

English N=3065		Mathematics N=2960
21%	A (90-100)	21%
40	B (80-89)	30
31	C (70-79)	30
6	D (60-69)	11
2	F (Below 60)	3
1	No grade	5

10. During the previous school year, how many people visited your classroom to talk about their jobs and the kind of work they do? For example, a businessman, mechanic, dietician, or lawyer. N=3097

55%	None
16	1
12	2
8	3
4	4
2	5
1	6
0	7
3	More than 7

11. During the previous school year, how many school assemblies or large group meetings (not in the classroom but in your school or community) did you attend where people talked about their jobs and the kind of work they do? N=3069

47%	None
17	1
13	2
8	3
5	4
3	5
1	6
1	7
6	More than 7

12. During the previous school year, how many class trips did you take to observe work being performed? For example, places where goods were sold, products were made, and services were provided, such as a department store, manufacturing plant, or a bank. N=3094

64%	None
17	1
9	2
4	3
2	4
1	5
1	6
1	7
1	More than 7

13. During the previous school year, how many class trips did you take to places other than those types listed in Question 12? For example, cultural or science centers, such as a museum or a planetarium. *N=3072*

52%	None
23	1
12	2
7	3
3	4
2	5
0	6
0	7
1	More than 7

14. Do you plan to finish high school? *N=3120*

95%	Yes
2	No
3	Uncertain

15. What are your plans after high school? (You may circle more than one answer.) *N=3218*

24%	Marriage
10	Travel
3	Join the Armed Forces
39	Get a job
11	Go to a business or trade school
17	Go to a 2-year college
36	Go to a 4-year college
4	Other (Please specify) _____
10	Uncertain

16. Do you expect to have a full-time career some day? *N=3116*

71%	Yes
2	No
19	Uncertain

17. Have you:

Begun to think about a career?	84%	YES	16%	NO	N=2659
Considered several career possibilities?	77	YES	23	NO	N=2479
Selected a career?	115	YES	58	NO	N=2447

18. Circle the three most important things you would look for in a career. N=3001

28%	Personal freedom
62	Money
6	Social service
11	Leisure time
22	Challenge
4	Social status/prestige
10	Intellectual growth opportunities
13	Type of fellow workers
3	Ease of performance
18	Security
11	Physical safety
6	Fringe benefits
15	Amount ot training/education requirements
20	Advancement opportunities
15	Degree of responsibility
15	Chance for creativity

19. During the previous school year, how many times did you talk to a guidance or vocational counselor about what kind of work you could do while in school or after graduation from high school or college? (Circle a response in each column.)

Guidance Counselor N=3016		Vocational Counselor N=2735	
60%	Never	78%	Never
16	1	9	1
8	2	4	2
4	3	2	3
7	More than 3 times	2	More than 3 times
2	None available	6	None available

20. During the previous school year, how many times did you talk to state or commercial employment service personnel about what kind of work you could do while in school or after graduation from high school or college? N=3076

83%	Never
11	1
4	2
1	3
1	More than 3 times

21. During the previous school year, how many times did you talk to teachers about what kind of work you could do while in school or after graduation from high school or college? N=3079

66%	Never
22	1
11	2
3	3
3	More than 3 times

22. During the previous school year, how many times did you talk to your mother or father, or another adult in your household about what kind of work you could do while in school or after graduation from high school or college? *N=3075*

14%	Never
13	1
13	2
8	3
32	More than 3 times

23. How many different types of paying and nonpaying jobs have you had during the school day or part-time after school? For example, working as a sales clerk in two different stores should be counted as one type of job. (Circle a response in each column.)

Paying *N=2934*		Non-Paying *N=2550*	
30%	None	64%	None
31	1	19	1
16	2	6	2
6	3	3	3
17	More than 3	8	More than 3

24. How many different types of paying and non-paying jobs have you had during the summer?

Paying *N=2977*		Non-Paying *N=2483*	
21%	None	67%	None
36	1	16	1
16	2	6	2
5	3	2	3
22	More than 3	9	More than 3

25. How many different types of social service/volunteer jobs have you had either during the school year or during the summer? For example, working as a hospital aide in two different hospitals should be counted as one type of job. *N=2881*

76%	None
17	1
4	2
2	3
2	More than 3

26. Are you: *N=1917 (Some LEAs only)*

2%	American Indian
17	Black
3	Mexican American
0	Oriental
0	Puerto Rican
2	Spanish surname
73	White
2	Other (Please specify) _____

27. Is the head of your family a male or female? (The head of a family is often the father but it could be the mother or someone like a grandmother or uncle.) *N=1896 (Some LEAs only.*

79%	Male
21	Female

28. How far in school did the head of your family go? *N=1887 (Some LEAs only)*

4%	Grade 6 or less
10	Grade 7 - 9
10	Grade 10 - 11
34	Grade 12
4	College 1 year
7	College 2 years
2	College 3 years
5	College 4 years
7	More than 4 years of college
14	Uncertain

29. Does your family get newspapers regularly? *N=1948 (Some LEAs only)*

85%	Yes
14	No
1	Uncertain

30. Does your family get magazines regularly? *N=1952 (Some LEAs only)*

67%	Yes
30	No
3	Uncertain

31. Are there more than 25 books in your home? *N=1952 (Some LEAs only)*

93%	Yes
5	No
2	Uncertain

32. Is there an encyclopedia in your home? *N=1946 (Some LEAs only)*

85%	Yes
13	No
1	Uncertain

PART II Directions: Please read each statement carefully. There are no right or wrong answers. Just check the box which best describes how you feel about each statement. N=3218		Strongly Agree 1	Agree 2	No Opinion 3	Disagree 4	Strongly Disagree 5
Most people finish high school not knowing what kind of career they prefer.	6	14%	46%	20%	16%	2%
Students should be told about different jobs and job requirements during the study of every subject in every grade.	7	30	40	14	10	2
"Career Education" is another name for vocational education.	8	8	34	43	9	2
Elementary school is too early for a student to start thinking about career possibilities.	9	16	28	13	28	11
Every student should have at least one paying job before graduating from high school.	10	31	40	16	9	2
Career education will be of greater long term value to boys than to girls.	11	11	22	26	24	14
You don't need a college degree to be a success.	12	19	39	19	14	7
A student's choice of career can be changed by career education in school.	13	14	48	25	8	2
One can easily predict a child's eventual career by looking at his family's ambitions for him and his father's occupation.	14	4	14	22	33	23
Visits from industrial chemists would create more interest in a chemistry class.	15	14	41	29	10	3
Good high schools have a high percentage of students who go to college.	16	13	37	29	14	3
Every student should graduate from high school with a salable skill he can use on a job.	17	26	45	16	8	2
Students going on to college should not make their career plans while in high school.	18	6	12	17	36	25
Every high school graduate should be guaranteed either further education or immediate employment.	19	17	28	33	14	4
A high school student should receive credit toward graduation for working as a:						
a) Camp counselor	20	11	28	23	11	3
b) Gas station attendant	21	6	22	23	17	5
c) Stock clerk	22	9	31	20	10	3
d) Teacher assistant	23	19	38	13	4	2
e) Hospital volunteer	24	16	36	16	5	2
f) Political campaign worker	25	8	25	25	10	4
g) Dental assistant	26	15	34	16	7	2
h) Sales clerk	27	10	32	20	10	3
i) Any kind of work	28	15	20	27	13	6

	Strongly Agree 1	Agree 2	No Opinion 3	Disagree 4	Strongly Disagree 5
Elementary school would be better if centered around the world of work. 29	6%	19%	38%	24%	7%
The school guidance department should carry the primary responsibility for career education. 30	9	39	33	12	3
There are areas in the school program more important than career education that need our time, money, and effort. 31	9	30	34	16	5
An effective program of career education would lower the school dropout rate. 32	16	39	26	10	3
Students should hold several kinds of jobs before leaving high school. 33	10	33	29	19	4
Most high school graduates are not prepared to enter the business world. 34	12	34	25	18	5
Guidance counselors don't know enough about career possibilities for students. 35	9	20	37	22	5
The present high school vocational education courses teach students enough about the world of work 36	6	22	36	24	7
Elementary school students should have workmen, such as postmen, garment workers, and electricians, coming to school to talk about their jobs. 37	13	37	23	16	5
Courses such as art and music would be damaged by including information about job possibilities in those fields. 38	5	16	27	31	15
If schools were career-oriented, they would be useful to more students. 39	15	41	29	7	2
Most local business and professional people would help with a career program in the schools. 40	10	42	31	8	2
Career education will cost money but will be a saving for society because of an increase in employment. 41	14	40	32	7	2
State and Federal governments should pay the full cost of career education. 42	16	30	34	11	3
Our local community should pay for career education if the State and Federal governments cannot. 43	9	28	37	14	5
Local residents would be eager to visit schools to talk to students about their jobs. 44	11	37	33	10	2
Students who are good in history should be told about jobs in this field. 45	15	41	23	11	3
Career education should be available to all students from kindergarten through grade 12. 46	13	25	25	21	10

		Strongly Agree 1	Agree 2	No Opinion 3	Disagree 4	Strongly Disagree 5
Separate courses on career education would be better than incorporating this subject into existing courses.	47	9%	32%	41%	9%	2%
Foreign language teachers should teach about careers in their classes.	48	8	38	26	17	4
The ways mathematics can be used in jobs can be taught in a few days in every mathematics course.	49	10	35	24	18	4
As part of the high school program, students should be allowed to leave school during the day to work.	50	23	35	17	12	5
Students should be permitted to miss regular classes in order to go on a field trip with another class.	51	20	36	19	14	5
Career education should be taught by special career education teachers rather than by regular teachers.	52	19	36	26	9	2
The quality of education would be raised by an emphasis on jobs and work.	53	12	35	38	5	2
Career education is just another fad that will soon be forgotten.	54	5	8	24	29	27

PART III Directions: In this section we are interested in finding out what you know about the Career Education Program. Check one of the three boxes.		True 1	False 2	Don't Know 3
I know something about the Career Education Program. N=2964	55	41%	28%	31%
The Career Education Program will affect all students at all grades (Kindergarten-12). N=2969	56	26	36	38
The Career Education Program will give every student a job skill before high school graduation. N=2943	57	41	24	35
The Career Education Program will raise the career ambitions of all students. N=2943	58	54	16	30
The Career Education Program will help students make realistic career choices. N=2944	59	68	8	25
The Career Education Program will not change high school vocational education courses. N=2922	60	26	24	50

HOW DO YOU FEEL ABOUT CAREER EDUCATION IN THE SCHOOLS?

Your answers will help shape a new program that is taking place in several school systems throughout the country, including your own.

Please use 20 minutes of your time to complete the form and return it to the principal's office. Of course, you do not have to respond to any item about which you feel reluctant.

Please do not sign your name.

Thank you for your cooperation.

PART I Directions:

Please read each question carefully, then circle your answer to each question. The numbers next to the answers are for office use only. You can ignore them.

1. What is your age? *N=3134*

	20 or under
16	20 - 24
22	25 - 29
14	30 - 34
12	35 - 39
11	40 - 44
10	45 - 49
7	50 - 54
6	55 - 59
4	60 or over

2. What is your sex? *N=3179*

35	Male
65	Female

3. How many children do you have? *N=3162*

41	None
15	1
21	2
12	3
6	4
3	5
3	More than 5

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4. What is your highest level of education? *N=3169*

[illegible]	High School
3	Some College
54	Bachelor's Degree
38	Master's Degree
1	Doctor's Degree
2	Other (Please specify) _____

5. Are you: *N=3138*

[illegible]	American Indian
16	Black
2	Mexican American
2	Oriental
0	Puerto Rican
1	Spanish surname
78	White
1	Other (Please specify) _____

6. Where do you teach? *N=3218*

[illegible]	Arizona
14	California
8	Colorado
16	Georgia
13	New Jersey
16	Michigan

7. What is your position? *N=3169*

[illegible]	Central Office Staff
0	District Office Staff
84	Teacher
3	Paraprofessional
1	Principal
1	Assistant Principal
2	Librarian
1	Nurse
0	Audio-Visual Specialist
3	Guidance Counselor (Guidance/Placement)
5	Other (Please specify) _____

8. How many years have you worked in the field of education? *N=3171*

[illegible]	Less than 1 year
10	1 - 2 years
22	3 - 5 years
21	6 - 10 years
16	11 - 15 years
10	16 - 20 years
14	More than 20 years

9. How many years of full-time employment other than teaching have you had? *N=3141*

34	None
11	Less than 1 year
16	1 - 2 years
18	3 - 5 years
11	6 - 10 years
4	11 - 15 years
2	16 - 20 years
3	More than 20 years

10. If you work in a school, what is the name of that school?

_____

11. If you work in a school, what grades does it include ? (Circle all grades in that school.) *N=3128*

	K	1	2	3	4	5	6	7	8	9	10	11	12
%	*42*	*41*	*40*	*40*	*40*	*39*	*38*	*28*	*25*	*28*	*24*	*24*	*25*

12. If you are a classroom teacher, circle all the grades you are currently teaching. (If you teach ungraded classes, circle the grades corresponding to the ages of your students.) *N=3128*

	K	1	2	3	4	5	6	7	8	9	10	11	12
%	*5*	*10*	*10*	*10*	*10*	*11*	*12*	*15*	*16*	*18*	*19*	*19*	*19*

13. If you are a classroom teacher, circle all the subjects you are currently teaching. *N=3128*

[illegible]	Elementary Self-Contained Classroom
11	Art
[illegible]	Business and Office Education
[illegible]	Driver Education
[illegible]	Foreign Languages
[illegible]	Health Education
[illegible]	Home Economics
[illegible]	Industrial Arts
[illegible]	Language Arts/Reading/English
13	Mathematics
[illegible]	Music
11	Physical Education
[illegible]	Science
[illegible]	Social Studies
[illegible]	Special Education
[illegible]	Distributive Education
[illegible]	Trades and Industry
[illegible]	Vocational Agriculture
[illegible]	Other (Please specify) _____

14. If you are a classroom teacher, do you agree that courses in your subject area(s) or grade would be more meaningful and relevant if focused around career objectives?
N=2653

20%	Strongly agree
49	Agree
16	No opinion
14	Disagree
2	Strongly disagree

15. Since last September 1, how many times have you received information about the new career education program in your school system from the following sources? (Circle a response in each column.)

Meetings N=2671		Workshops N=2237		Newsletters or Brochures N=2699		Newspaper, Television Radio Announcements N=2392	
25%	Never	74%	Never	20%	Never	41%	Never
31	1	15	1	23	1	17	1
18	2	5	2	23	2	12	2
9	3	2	3	13	3	8	3
17	More than three	3	More than three	21	More than three	12	More than three

16. During the previous school year, how many people visited your classrooms to talk about their jobs and the kind of work they do? For example, a businessman, mechanic, dietician, or lawyer. N=2833

63%	None
13	1
10	2
7	3
3	4
1	5
1	6
0	7
2	More than 7

17. During the previous school year, how many trips did your class(es) make to observe work being performed? For example, places where goods were sold, products were made, and services were provided, such as a department store, a manufacturing plant, or a bank.
N=2797

67%	None
16	1
7	2
3	3
2	4
1	5
0	6
0	7
2	More than 7

18. During the previous school year, how many trips did your class(es) take to places other than those types listed in Question 17? For example, cultural or science centers, such as a museum or a planetarium. *N=2781*

[illegible]	None
24	1
12	2
5	3
2	4
0	5
0	6
0	7
1	More than 7

PART II Directions: N=3218

Please read each statement carefully. There are no right or wrong answers. Just check the box which best describes how you feel about each statement.

	Strongly Agree 1	Agree 2	No Opinion 3	Disagree 4	Strongly Disagree 5
Most people finish high school not knowing what kind of career they prefer. 6	27%	55%	4%	13%	0%
Students should be told about different jobs and job requirements during the study of every subject in every grade. 7	24	43	6	22	3
"Career Education" is another name for vocational education. 8	6	30	12	41	8
Elementary school is too early for a student to start thinking about career possibilities. 9	5	14	5	56	18
Every student should have at least one paying job before graduating from high school. 10	19	48	13	15	2
Career education will be of greater long term value to boys than to girls. 11	3	15	7	55	18
You don't need a college degree to be a success. 12	34	54	3	5	2
A student's choice of career can be changed by career education in school. 13	17	66	10	4	1
One can easily predict a child's eventual career by looking at his family's ambitions for him and his father's occupation. 14	1	10	8	61	18
Visits from industrial chemists would create more interest in a chemistry class. 15	12	57	19	8	1
Good high schools have a high percentage of students who go to college. 16	7	42	23	22	2
Every student should graduate from high school with a salable skill he can use on a job. 17	24	49	8	15	2
Students going on to college should not make their career plans while in high school. 18	2	9	8	62	16
Every high school graduate should be guaranteed either further education or immediate employment. 19	12	36	14	28	7
A high school student should receive credit toward graduation for working as a:					
a) Camp counselor 20	12	48	9	9	2
b) Gas station attendant 21	10	44	11	10	2
c) Stock clerk 22	11	47	10	9	2
d) Teacher assistant 23	14	53	6	6	2
e) Hospital volunteer 24	13	51	8	7	2
f) Political campaign worker 25	10	43	12	10	3
g) Dental assistant 26	13	52	7	6	2
h) Sales clerk 27	11	48	9	8	2
i) Any kind of work 28	12	39	15	16	3

	Strongly Agree 1	Agree 2	No Opinion 3	Disagree 4	Strongly Disagree 5
Elementary school would be better if centered around the world of work. 29	4%	28%	23%	36%	5%
The school guidance department should carry the primary responsibility for career education. 30	4	26	18	44	6
There are areas in the school program more important than career education that need our time, money, and effort. 31	7	30	26	29	3
An effective program of career education would lower the school dropout rate. 32	18	60	13	6	1
Students should hold several kinds of jobs before leaving high school. 33	7	46	23	24	1
Most high school graduates are not prepared to enter the business world. 34	19	62	8	8	1
Guidance counselors don't know enough about career possibilities for students. 35	14	37	30	16	1
The present high school vocational education courses teach students enough about the world of work 36	1	5	24	58	10
Elementary school students should have workmen, such as postmen, garment workers, and electricians, coming to school to talk about their jobs. 37	17	63	8	8	1
Courses such as art and music would be damaged by including information about job possibilities in those fields. 38	1	4	8	64	21
If schools were career-oriented, they would be useful to more students. 39	16	60	14	7	1
Most local business and professional people would help with a career program in the schools. 40	8	58	24	7	0
Career education will cost money but will be a saving for society because of an increase in employment. 41	12	50	26	8	1
State and Federal governments should pay the full cost of career education. 42	9	30	28	26	4
Our local community should pay for career education if the State and Federal governments cannot. 43	4	41	31	17	3
Local residents would be eager to visit schools to talk to students about their jobs. 44	8	52	28	9	1
Students who are good in history should be told about jobs in this field. 45	12	71	9	4	1
Career education should be available to all students from kindergarten through grade 12. 46	17	51	11	16	3

		Strongly Agree 1	Agree 2	No Opinion 3	Disagree 4	Strongly Disagree 5
Separate courses on career education would be better than incorporating this subject into existing courses.	47	3%	20%	18%	49%	7%
Foreign language teachers should teach about careers in their classes.	48	9	64	17	8	1
The ways mathematics can be used in jobs can be taught in a few days in every mathematics course.	49	4	29	17	40	7
As part of the high school program, students should be allowed to leave school during the day to work.	50	12	64	11	8	1
Students should be permitted to miss regular classes in order to go on a field trip with another class.	51	10	53	15	16	2
Career education should be taught by special career education teachers rather than by regular teachers.	52	5	23	21	43	6
The quality of education would be raised by an emphasis on jobs and work.	53	9	46	25	14	2
Career education is just another fad that will soon be forgotten.	54	3	8	25	45	15

PART III Directions: In this section we are interested in finding out what you know about the Career Education Program. Check one of the three boxes.		True 1	False 2	Don't Know 3
I know something about the Career Education Program. N=3133	55	72%	11%	17%
The Career Education Program will affect all students at all grades (Kindergarten-12). N=3130	56	65	8	27
The Career Education Program will give every student a job skill before high school graduation. N=3126	57	31	29	40
The Career Education Program will raise the career ambitions of all students. N=3127	58	51	16	33
The Career Education Program will help students make realistic career choices. N=3133	59	74	3	23
The Career Education Program will not change high school vocational education courses. N=3122	60	22	30	48

HOW DO YOU FEEL ABOUT CAREER EDUCATION IN THE SCHOOLS?

Your answers will help shape a new program taking place in a number of schools throughout the country, including your own.

Please use 20 minutes of your time to complete the form. If possible, answer the questions with your husband or wife. If there are any questions which you do not want to answer, feel free to go on to the next item.

When you have completed the form, please seal it in the attached envelope and give it to your child for return to the school.

Please do not sign your name.

Thank you for your cooperation.

PART I Directions:

Please read each question carefully, then circle your answer to the question. The numbers next to the answers are for office use only. You can ignore them.

1. Where do you live? *N=4096*

27	Arizona
22	California
18	Colorado
12	Georgia
14	New Jersey
7	Michigan

2. What was yout total family income from all sources (wages of all family members, social security, pensions, bonuses, overtime, etc.) in 1971? *N=3248* *(Some LEAs only)*

19	$5,000 or less
10	$5,000 - 6,999
13	$7,000 - 8,999
18	$9,000 - 11,999
18	$12,000 - 14,999
13	$15,000 - 19,999
9	$20,000 or more

3. What is the age of the head of your household? *N=3717* *(Some LEAs only)*

[illegible]	20 or under
[illegible]	20 - 24
4	25 - 29
16	30 - 34
27	35 - 39
24	40 - 44
16	45 - 49
10	50 - 54
4	55 - 59
3	60 or over

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4. Is the head of your household: *N=3707* *(Some LEAs only)*

1%	American Indian
12	Black
8	Mexican American
6	Oriental
1	Puerto Rican
4	Spanish surname
6[illegible]	White
[illegible]	Other (Please specify) _____

5. How far in school did the head of your household go? *N=3665* *(Some LEAs only)*

[illegible]	Grade 6 or less
1[illegible]	Grade 7 - 9
13	Grade 10 - 11
33	Grade 12
7	College 1 year
8	College 2 years
3	College 3 years
7	College 4 years
10	More than 4 years college
1	Uncertain

6. How many children do you have? *N=4022*

[illegible]	None
6	1
19	2
25	3
19	4
12	5
1[illegible]	More than 5

7. Have any of your children left school before graduating from high school? *N=3872*

1[illegible]	Yes
[illegible]	No

8. What public elementary school do the children in your neighborhood normally attend?

_____

9. Answer the following questions for your oldest school-age in the grades given below. *N=3865*

a. Grade

8%	4
10	5
11	6
8	7
11	8
[illegible]	9
[illegible]	10
[illegible]	11
15	12

b. Sex *N=3889*

50%	Male
50	Female

c. What are your hopes for this child? (You may circle more than one response.) *N=4096*

27%	Marriage
13	Travel
[illegible]	Join the Armed Forces
21	Get a job
23	Go to a business or trade school
14	Go to a 2-year college
56	Go to a 4-year college
11	Other (Please specify) _____
[illegible]	Uncertain

d. With whom have you discussed career plans for this child? (You may circle more than one response.) *N=4096*

50	Child
28	Another parent
[illegible]	Teacher
[illegible]	Guidance Counselor
[illegible]	Vocational Counselor
[illegible]	Other school staff
2[illegible]	Friends
[illegible]	Representatives of various careers
[illegible]	Other children
[illegible]	Other (Please specify) _____
13	No one

10. Since last September 1, how many times have you received information about the new career education program in your school system from the following sources? (Circle a response in each column.)

Meetings N=3210		Newsletters or Brochures N=3231		Newspaper, Television Radio Announcements N=3059	
[illegible]	Never	[illegible]	Never	[illegible]	Never
12	1	19	1	10	1
5	2	9	2	7	2
2	3	[illegible]	3	5	3
[illegible]	More than three	[illegible]	More than three	[illegible]	More than three

11. Who is completing this form? N=4012

[illegible] Mother
19 Father
21 Mother and Father together
1 Adult male other than father
2 Adult female other than mother
2 Other (Please specify) _____

PART II Directions: *N=4096* Please read each statement carefully. There are no right or wrong answers. Just check the box which best describes how you feel about each statement.		Strongly Agree 1	Agree 2	No Opinion 3	Disagree 4	Strongly Disagree 5
Most people finish high school not knowing what kind of career they prefer.	6	23%	56%	5%	12%	1%
Students should be told about different jobs and job requirements during the study of every subject in every grade.	7	30	42	7	16	2
"Career Education" is another name for vocational education.	8	8	42	21	18	2
Elementary school is too early for a student to start thinking about career possibilities.	9	10	26	5	44	10
Every student should have at least one paying job before graduating from high school.	10	28	46	8	11	2
Career education will be of greater long term value to boys than to girls.	11	9	26	10	39	10
You don't need a college degree to be a success.	12	17	49	7	16	6
A student's choice of career can be changed by career education in school.	13	10	59	16	7	2
One can easily predict a child's eventual career by looking at his family's ambitions for him and his father's occupation.	14	3	11	8	53	20
Visits from industrial chemists would create more interest in a chemistry class.	15	13	55	19	7	1
Good high schools have a high percentage of students who go to college.	16	15	48	18	13	1
Every student should graduate from high school with a salable skill he can use on a job.	17	24	51	7	12	1
Students going on to college should not make their career plans while in high school.	18	4	11	8	56	16
Every high school graduate should be guaranteed either further education or immediate employment.	19	17	35	14	23	6
A high school student should receive credit toward graduation for working as a:						
a) Camp counselor	20	7	27	9	12	3
b) Gas station attendant	21	4	18	9	16	3
c) Stock clerk	22	5	22	9	13	3
d) Teacher assistant	23	11	35	5	7	2
e) Hospital volunteer	24	8	30	6	8	2
f) Political campaign worker	25	6	21	9	13	4
g) Dental assistant	26	8	30	6	8	2
h) Sales clerk	27	6	24	9	12	2
i) Any kind of work	28	13	24	11	17	4

	Strongly Agree 1	Agree 2	No Opinion 3	Disagree 4	Strongly Disagree 5
Elementary school would be better if centered around the world of work. 29	5%	22%	21%	38%	6%
The school guidance department should carry the primary responsibility for career education. 30	7	39	22	22	2
There are areas in the school program more important than career education that need our time, money, and effort. 31	9	28	25	26	3
An effective program of career education would lower the school dropout rate. 32	18	53	13	8	1
Students should hold several kinds of jobs before leaving high school. 33	8	40	17	26	2
Most high school graduates are not prepared to enter the business world. 34	19	54	9	11	1
Guidance counselors don't know enough about career possibilities for students. 35	11	31	33	16	1
The present high school vocational education courses teach students enough about the world of work 36	3	13	25	44	9
Elementary school students should have workmen, such as postmen, garment workers, and electricians, coming to school to talk about their jobs. 37	14	49	12	16	3
Courses such as art and music would be damaged by including information about job possibilities in those fields. 38	3	13	25	44	9
If schools were career-oriented, they would be useful to more students. 39	15	53	16	8	1
Most local business and professional people would help with a career program in the schools. 40	10	50	23	8	1
Career education will cost money but will be a saving for society because of an increase in employment. 41	14	49	21	8	1
State and Federal governments should pay the full cost of career education. 42	14	32	22	20	4
Our local community should pay for career education if the State and Federal governments cannot. 43	6	35	26	19	5
Local residents would be eager to visit schools to talk to students about their jobs. 44	8	43	29	12	1
Students who are good in history should be told about jobs in this field. 45	13	60	12	7	1
Career education should be available to all students from kindergarten through grade 12. 46	13	36	13	27	4

		Strongly Agree 1	Agree 2	No Opinion 3	Disagree 4	Strongly Disagree 5
Separate courses on career education would be better than incorporating this subject into existing courses.	47	7%	34%	24%	23%	2%
Foreign language teachers should teach about careers in their classes.	48	8	50	17	16	2
The ways mathematics can be used in jobs can be taught in a few days in every mathematics course.	49	5	29	17	34	6
As part of the high school program, students should be allowed to leave school during the day to work.	50	8	40	11	27	8
Students should be permitted to miss regular classes in order to go on a field trip with another class.	51	6	32	16	31	7
Career education should be taught by special career education teachers rather than by regular teachers.	52	15	42	17	17	2
The quality of education would be raised by an emphasis on jobs and work.	53	10	46	21	12	2
Career education is just another fad that will soon be forgotten.	54	2	5	24	43	18

PART III Directions: In this section we are interested in finding out what you know about the Career Education Program. Check one of the three boxes.		True 1	False 2	Don't Know 3
I know something about the Career Education Program. N=3790	55	40%	20%	40%
The Career Education Program will affect all students at all grades (Kindergarten-12). N=3717	56	33	22	45
The Career Education Program will give every student a job skill before high school graduation. N=3711	57	37	23	41
The Career Education Program will raise the career ambitions of all students. N=3715	58	57	13	30
The Career Education Program will help students make realistic career choices. N=3747	59	72	3	25
The Career Education Program will not change high school vocational education courses. N=3702	60	29	20	51

APPENDIX III

INSTITUTE FOR EDUCATIONAL DEVELOPMENT

52 VANDERBILT AVENUE, NEW YORK, N.Y. 10017

212-686-8910

M E M O R A N D U M

TO: Administrators of CCEM Pupil, Parent and Staff Attitude Instruments

FROM: Henry M. Brickell
Carol B. Aslanian

DATE: January 14, 1972

CONCERNING: Administration of CCEM Attitude Instruments Week of January 17, 1972

Attached is the final draft of the instructions we will be sending you for this task. This is to give you a preview of the instructions to be included with the shipment of questionnaires during the week of January 17. ALL SHIPMENTS FOR THIS SURVEY TO AND FROM THE LEA TO IED WILL BE MADE BY EMERY AIR FREIGHT.

Please telephone us immediately in New York if you have questions about these procedures. (We realize there are many alternatives we might have used. But if you find the method to be reasonable and satisfactory, we would be grateful if you could use it as indicated. We will of course make changes if you find it erroneous or inoperable.)

Please use your best professional judgement in making on-site changes in these procedures to meet local conditions in a particular school at a particular time. What we are most concerned about is that classrooms be chosen by some random method and that we get an 80 percent response rate so as to assure 500 usable returns from each population. This will be difficult, we know. We are relying on classroom teachers to give us active cooperation. Without it, the survey cannot succeed.

The timetable must be met. Otherwise we cannot meet CVTE's deadline for a crucial progress report to USOE on February 15. These data are intended for inclusion in that report. Therefore, any questionnaires not received by the date indicated cannot be included in the data processing. We regret this short timetable and will try to allow a better schedule in the future. Dealing with the LEA reactions to the attitude instruments took far longer than we had allowed.

We are, once again, deeply grateful for your cooperation.

TIMETABLE

January 18	-	IED ships instruments to LEAs through Emery Air Freight Corporation
January 19-20	-	LEAs receive instruments from IED
January 20	-	LEAs complete distribution of instruments to schools
January 28	-	LEAs complete collection of instruments from schools
January 28	-	LEAs complete shipment of the data through Emery Air Freight Corporation

SHIP BY EMERY AIR FREIGHT

RETURN INSTRUMENTS TO:

I S I S
3508 Market Street
Philadelphia, Pennsylvania 19104

INSTITUTE FOR EDUCATIONAL DEVELOPMENT

52 VANDERBILT AVENUE, NEW YORK, N.Y. 10017

212-686-8910

MEMORANDUM

TO: Administrators of CCEM Pupil, Parent and Staff Attitudes Inventories

FROM: Henry M. Brickell and Carol Aslanian

DATE: January 14, 1972

SUBJECT: Instructions for administration of CCEM Attitude Instruments to pupils, parents, and professional staff in six LEAs.

Week of January 17, 1972.

* * * * *

Below are instructions to guide you in conducting this survey. We have tried to include all necessary information. If there are questions, please telephone us in New York.

As indicated elsewhere, it is essential that we meet the timetable for this survey because of CVTE's important February 15 report to USOE. Data from this survey will be included in that report and will, of course, be sent to you immediately after February 15.

There are seven separate populations to be questioned:

1. Pupils in grades 4-6. We want 500 usable responses. Assuming an average of 25 pupils per classroom and an 80% response rate, we will receive an average of 20 responses per classroom. Thus we are asking for a randomly drawn sample of 25 classrooms (20 x 25 = 500).

2. Pupils in grades 7-12. We want 500 usable responses. Assuming an average of 25 pupils per classroom and an 80% response rate, we will receive an average of 20 response per classroom. Thus we are asking for a randomly drawn sample of 25 classrooms (20 x 25 = 500).

3. Parents of pupils in grades 4-6. We want 500 usable responses. Assuming an average of 25 pupils per classroom and an 80% response rate, we will receive an average of 20 responses per classroom. Thus we are asking for a randomly drawn sample of 25 classrooms (20 x 25 = 500).

4. Parents of pupils in grades 7-12. We want 500 usable responses. Assuming an average of 25 pupils per classroom and an 80% response rate, we will receive an average of 20 responses per classroom. Thus we are asking for a randomly drawn sample of 25 classrooms (20 x 25 = 500).

5. CCEM schools professional staff. The school staff includes teachers, administrators, librarians, guidance counselors, nurses, specialists, and all other professionally certified positions. This, of course, would exclude the secretarial/clerical and maintenance personnel. PLEASE INCLUDE ALL PARAPROFESSIONALS AND ALL SCHOOL AIDES. We are seeking a 100% return.

6. "Area" Office/"District" Office/Central Office administrators. We want approximately 10 administrators (fewer if there are not that many in the system) between CCEM school principals and the superintendents of schools whose decisions could influence the outcome of the CCEM project. This should include key personnel in the administrative office of the "Area" or "District" in which the CCEM schools are located. Please use your professional judgment in selecting a representative sample. We are seeking a 100% response.

7. CCEM school building principals. An additional questionnaire for all building principals asks for 7 items of demographic information.

Color Coding of Attitude Inventories

For ready identification, the inventories are color coded as follows:

Inventory	Color
Pupils in grades 4-6	Pink
Pupils in grades 7-12	Yellow
Parents (all parent inventories are individually packed in sealable envelopes)	Green
Professional Staff	Blue
School Principal's Quest.	White

Packaging of Attitude Inventories

Inventories will arrive in your office as packaged by the printer in the manner listed below:

Inventory	Packaging
Pupils in grades 4-6	Packed in envelopes containing 35 questionnaires each (allows an average of 10 extra questionnaires per class, assuming an average of 25 pupils per classroom). CLASSROOM PACKETS ARE NOT ORGANIZED BY SCHOOLS. They must be counted out according to the QUOTA SHEET.
Pupils in grades 7-12	Packed in envelopes containing 35 questionnaires each (allows an average of 10 extra questionnaires per class, assuming an average of 25 pupils per classroom). CLASSROOM PACKETS ARE NOT ORGANIZED BY SCHOOLS. They must be counted out according to the QUOTA SHEET.
Parents of pupils in grades 4-6	Each of the classroom packets mentioned above contains 35 parent inventories, each already inserted into its own sealable envelope (allows an average of 10 extra questionnaires per class, assuming an average of 25 pupils per classroom).
Parents of pupils in grades 7-12	Each of the classroom packets mentioned above contains 35 parent inventories, each already inserted into its own sealable envelope (allows an average of 10 extra questionnaires per class, assuming an average of 25 pupils per classroom.
CCEM school building principals	A stack of School Principal's Questionnaires for principals in CCEM schools REGARDLESS OF WHETHER SAMPLE CLASSROOMS HAVE BEEN DRAWN FROM THOSE SCHOOLS.

CCEM schools professional staff	A stack of professional staff questionnaires is included. THEY ARE NOT ORGANIZED BY SCHOOL. The correct number must be counted out for the professional staff (plus all paraprofessionals and school aides) in every CCEM school REGARDLESS OF WHETHER SAMPLE CLASSROOMS HAVE BEEN DRAWN FROM THOSE SCHOOLS.
Area Office/District Office/Central Office Administrators and Supervisors	Enough professional staff questionnaires are included to allow distribution to approximately 10 administrators and supervisors (above the level of school principals) whose decisions could influence the outcome of the project.

Drawing the Sample

Pupils in Grades 4-6 and Grades 7-12

1. Take the QUOTA SHEET and locate the quota of classroom teachers to be drawn from the first school on that sheet.

2. Get a list--any list in any order--of the classroom teachers in that school. Leave out librarians, counselors, and others without regular classes. LIST ONLY THE TEACHERS IN THOSE GRADES SHOWN ON THE QUOTA SHEET.

> FOR JUNIOR AND SENIOR HIGH SCHOOLS, LIST ONLY THE HOMEROOM TEACHERS (if no "homerooms" are designated, list the teachers of the classes in which attendance is taken for the purpose of computing daily attendance figures for local and state records).

Use your professional judgment in deciding how to sample classrooms in non-graded, team teaching, or other unconventional arrangements. We want to distribute questionnaires to 625 pupils with an 80 percent response so as to get 500 usable returns.

3. Look at the list of RANDOM NUMBERS.

(There are many ways of taking a random sample, of course. We picked one we hoped you would find simple and convenient. If for some reason you are not able to use this method in a particular school, use your professional judgment in drawing the needed number of classes randomly and advise us of your method so that we can repeat it in writing up the procedures.)

4. Starting at the top, move down your list of classroom teachers until you reach name #15 (the first of the RANDOM NUMBERS). Include this teacher in the sample and cross his name and number off the list so it won't be picked again.

> In elementary schools particularly, you may get fewer than 15 teachers. If so, go back to the top of your teacher list and continue counting until you have counted 15 names.

Continue counting down the list until you reach name #19 (the second of the RANDOM NUMBERS). Include this teacher and cross his name and number off the list.

> In some instances, you will get to the bottom of the teacher list before drawing enough teachers. Simply go back to the top of your teacher list as often as necessary to fill the quota of classrooms.

Continue down the list, selecting teachers corresponding to the RANDOM NUMBERS until you have drawn the quota of classrooms from that school.

Parents of pupils in grades 4-6 and grades 7-12

1. The parent samples are drawn automatically with the pupil samples.

CCEM schools professional staff

1. We are seeking 100%.

"Area" Office/"District" Office/Central Office administrators and Supervisors

1. We want approximately 10.

CCEM school building principals

1. We are seeking 100%.

Distributing the Attitude Inventories

1. Deliver a classroom packet to each teacher drawn in the sample.

   When possible, deliver the packet to the teacher personally and say a few words about the project. We are deeply grateful to these teachers for their cooperation and are totally dependent on them for reminding children to return their forms and to collect parent forms. We are counting on an 80 percent response to fill our sample cells. We know that 80 percent is extremely high for parents, especially given the short timetable, and we must rely on teachers to get this high rate from parents.

2. Deliver a set of inventories for each member of the professional staff in each CCEM school. ARRANGE FOR ANONYMOUS RESPONSES. This may be done by placing a slotted drop box in a convenient location or by using any other arrangement appropriate for a particular school.

   Staff inventories go to each CCEM school, EVEN IF NONE OF ITS CLASSROOMS HAVE BEEN DRAWN IN THE PUPIL/PARENT SAMPLE. (This applies to some LEAs in which our random sampling of schools omitted certain buildings.)

3. Deliver the School Principal's Questionnaire to every CCEM school principal EVEN IF NONE OF ITS CLASSROOMS HAVE BEEN DRAWN IN THE PUPIL/PARENT SAMPLE. This will yield basic data on enrollment by grade level in each CCEM school (which we need for many purposes later) and will also show the demographic characteristics of schools omitted from the sample.

4. Deliver professional staff inventories to approximately ten members of the Area Office/District Office/Central Office administrative staff, using any procedure you see fit (mail, meetings, etc.). Arrange for these administrators to be anonymous in their responses if you think that is what they would prefer.

COMPLETE ALL DELIVERIES BY 5:00 P.M. ON JANUARY 20.

We know this will be difficult and will have to be organized in advance. But if all instruments can be distributed by 5:00 P.M. on January 20, teachers can give them to children on January 21 and parents can have the forms over the weekend. This may raise the parent response rate. Moreover, it will give the schools one full week to complete the collection of the inventories.

Checking on Progress

Please use your professional judgment in deciding how to assure that the survey goes off on schedule. If possible, check with school principals on or about January 25 to make certain that questionnaires have been distributed.

Collecting the Inventories

Deadlines are given in the instructions to all participants. Please notify principals that these deadlines must be honored and explain when and how you will collect the inventories. Do the same for the 10 administrators and supervisors not in the CCEM schools.

Make a plan for collecting all inventories early enough on January 28 to allow Emery Air Freight to pick up your entire shipment on that day.

IMPORTANT: SEPARATE ALL QUESTIONNAIRES BY SCHOOL WHEN SHIPPING.

INCLUDE THE SCHOOL PRINCIPAL'S QUESTIONNAIRE WITH EACH SCHOOL PACKET TO ACT AS AN IDENTIFYING LABEL.

Shipping Questionnaires for Data Processing - DEADLINE: January 28

The timetable allows you very little time for collecting, packing, and shipping questionnaires for data processing. You may need to make special arrangements to make sure that you can both collect and ship all questionnaires on January 28. Shipping labels are included with the Attitude Inventories.

QUESTIONNAIRES NOT INCLUDED IN THIS SHIPMENT CANNOT BE PROCESSED FOR DATA ANALYSIS.

SHIP ON JANUARY 28 BY EMERY AIR FREIGHT

RETURN INSTRUMENTS TO:

I S I S
3508 Market Street
Philadelphia, Pennsylvania 19104